

Lutheran Education

APRIL 1960



The Context of Christian Education

What We Must Teach Our Teen-Agers

Making Use of Auxiliary Schools

What About Ninth Grade?

**A Survey of the Teaching of German in the
Lutheran Elementary School**

Functional Music Education

VOLUME 95

NUMBER 8

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Go ye, therefore, and teach all nations, baptizing them in the name of the Father and of the Son and of the Holy Ghost, teaching them to observe all things whatsoever I have commanded you. — MATTHEW 28:19, 20.

The fear of the Lord is the beginning of wisdom; a good understanding have all they that do His commandments. — PSALM 111:10.

Nothing will serve us and future generations better than maintaining good schools and training the youth. — MARTIN LUTHER.

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LUTHERAN EDUCATION

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EDITORIALS

Light the Fire Yourself It has repeatedly been stated by those returning from visits to Russia or Red China that one of the most startling, almost frightening, aspects of life in these countries is the seriousness of purpose and intense pride in accomplishment evidenced by the youth. Completely involved in a communal system, young people seem to display a sense of destiny and desire, whether it be in the completion of their own immediate tasks or in their belief in the eventual triumph of Communism.

Various sources, the President of the United States of America, among others, have recognized this. Attempts have been and will be made to formulate a statement of our purposes and goals in order that all of us, but particularly the young, may understand. It is hoped that this American "credo" will focus our attention on our national objectives, stiffen our resolve, and give our children a creed by which to live.

We of the Christian church need not cast about for such a statement of what we are and why we are here on earth. Our children need not await some future proclamation of goals. As members of Christ's kingdom we have our purpose. We have the command to "go and tell," to "worship and praise." These are tasks in which all Christians, both young and old, can participate. We are to help and strengthen one another in attaining our objectives. This sense of participation can and must be imparted to the young.

As leaders in the church we have too long hesitated to impart a seriousness of the purpose of life to our children. We have often assumed that the "zeal of the Lord" would fire them without taking real pains to kindle the blaze. If we are illumined with the fire of the Spirit, we will inspire our children.

Christians belong to the greatest communal system the world has ever known. Over the ages millions upon millions of faithful members of the body of Christ have struggled together in the glorious effort to proclaim the Gospel, to worship and adore our Lord. The communion of saints includes in its membership the youngest in our classrooms. All may take part in proclamation, worship, and adoration. All must encourage and strengthen one another in the faith.

A purpose in life? Our children have a purpose.
Make certain they realize it!

CARLOS R. MESSERLI

Let's Face Certification Perhaps the biggest single development during the past decade in teacher education has been that of "professionalizing" the profession. The primary impetus has been twofold: accreditation of teacher education programs at the teacher training institutions and the certification of teachers by state departments. Over 70 per cent of the teachers trained in the United States today are graduated from member institutions of the National Council for Accreditation of Teacher Education. As of July 1959, 40 of the states required a bachelor's degree as a minimum for the initial regular teaching certificate, while many of the remaining 10 states had set target years when they would also require the bachelor's degree.

These developments have implications both for Lutheran schools and for Synod's teacher training institutions. In its 1959 San Francisco convention, Synod very wisely passed resolutions which will almost immediately eliminate the two-year-plus programs and, within a few years (1962), eliminate the three-year program.

Lutheran schools cannot afford to staff themselves with teachers having substandard qualifications, for to do this is to run the risk of losing accreditation from state departments. In states where parochial schools are not under direct control of the state departments of instruction these schools run the risk of establishing questionable reputations. Our Lutheran people should not be asked to pay this price for the privilege of sending their children to a Lutheran school. Nor can we place an obstacle in the path of mission prospects who may, because of noncertification of teachers or nonaccreditation of the school, choose not to send their children to a Lutheran school and thus close the door on Christian education. Children attending a Lutheran school are entitled to the best.

MARTIN B. KIRCH

Will You Help to Shape the Future or Merely Watch It? A recent symposium of scientists, educators, philosophers, and poets considered the topic "The Future of Man." It is interesting that none of the nine participants went so far as even to mention Christianity or God. They devoted their attention entirely to the consideration of what man would do for himself.

What did the members of the symposium think the future held for man? Essentially their viewpoint was gloomy. Sir Julian Huxley, famed biologist and atheist, worried about the atomic destruction and the overpopulation that threaten civilization. Lord Bertrand Russell, English philosopher and mathematician, felt that the only hope of man lies in the establishment of a world government. However, he expressed little confidence that this goal could be achieved. Dr. Ashley Montagu, anthropologist, indicated his belief that man ought not be designated *Homo sapiens* (wise man) but rather *Homo sap*; this on the basis of his behavior toward his fellow human beings.

The Christian has an insight into man and his future that the men of this symposium did not possess. He also is in a position to do something about shaping the future. Do we as Lutheran teachers use our understanding and our potential?

It doesn't take much brilliance to see that dire problems hang over the world and our church. But some of us prefer merely to watch the future develop. Others are willing to do their part to help shape the future..

How about you? In school and congregation do you merely shake your head sadly over conditions, or do you pitch in to improve things? In your town do you deplore immorality, obscene literature on the newsstands, juvenile delinquency, etc.? Do you talk wisely about how things ought to be, or do you join with fellow citizens to clean up the town? How about you? Are things going well in Synod, or is the entire direction wrong? In any event you ought to be in the thick of things, helping shape the future and not merely watching it develop.

How about you? Do you think we should have a Catholic president, or would it be a mistake? Do you hotly debate this over coffee but do nothing to back up your convictions with action?

As Christians we are confident we have the answer to man's future. But we may also be sure God wants us to help shape the future of humanity and not merely sit back as spectators.

What do you do?

PAUL ZIMMERMAN

Of One Flesh "And who is my neighbor?"

This question has even greater implications for us today than when it was uttered some 1900 years ago. The world has grown much smaller in time and space but increasingly larger in population and complexity.

Can you remember the first time you ever heard the Bible story centered in the above question? And can you remember the various occasions in your life when it was necessary for you to answer the same question?

As you review these various occasions, were the answers you gave always the same, or were they perhaps colored by circumstances? Did it seem to make a difference whether you were the one to receive help or whether you were to administer assistance to someone else; whether you knew the person involved or whether it was a more-or-less impersonal matter, such as contributing to foreign missions or to the annual heart fund drive or Easter seal campaign; whether it meant giving of yourself, your time, and your convenience, or merely parting with a few dollars?

Just who *is* my neighbor?

Someone has calculated that if the present world population of approximately two and one-half billion individuals were compressed into a single city of 1,000 inhabitants, there would be 60 Americans, 940 other than American. Of the Americans about 36 would be Christians of all denominations, 24 would

not. In the city as a whole about 330 would be Christians and 670 would not. In the entire town 303 persons would be white, 697 would be nonwhite. In the light of these figures, it is interesting to meditate upon the question, "Who is my neighbor?"

May our God grant His grace to each of us as we ponder this question. May He break all barriers of misunderstanding, selfishness, indifference, suspicion, and prejudice as we deal with our fellow man in our daily life. May He direct all those whose privilege and responsibility it is to deal directly with people of other lands to understand them and to accept them as they are: the marvelous handiwork of His creation, neighbors and brothers of one flesh.

WILLA KOENIG

Okay — But In May 1959 a group of scientists, engineers, and educators of President Eisenhower's Science Advisory Committee made public a report detailing goals, needs, and suggested procedures for the strengthening of science and engineering education in particular and American education in general. Of this report the President said, "I hope it will be widely read and that it will stimulate a wider understanding of the importance of excellence in our educational system."

The general recommendations of the report dealt with the need for the improvement and modernization of secondary school instruction and curricula in all areas, improved and increased science instruction in liberal arts colleges, and augmented adult education in science, so that the citizenry can make intelligent and informed decisions. Also stressed was the need for the overhauling of engineering curricula to bring them up to date and for the development of new, first-rate graduate schools of science and engineering as well as the strengthening of existing ones.

One specific recommendation was made — that the subject matter and instructional materials of science courses be revised, improved, and made current with recent developments by collaborative efforts of leading scientists, teachers on all levels, and producers of instructional materials and aids. Closely related was the recommendation for more, better, less-overloaded, and better-paid teachers who have at their disposal rich supplies of such up-to-date teaching and learning aids. Finally, it was asserted that such improvement will not be realized, and the loss to the nation will be great, unless financial and educational means are devised for identifying gifted youth and enabling them (no matter what their socioeconomic status) to be challenged and to develop their potentialities to the optimum. Well-trained minds, one of the nation's critical assets, are said to be in short supply.

This report deserves careful study and maximum discussion. It is, we believe, reasonably well tempered, considerably more free of alarmist proposals than most of those made just after Sputnik I, and strives to keep the need for improved science education within the context of over-all improvement of education. But the very focus of the report raises the old question as to

whether current national and international circumstances and needs call for laying the same degree of emphasis on scientific as on nonscientific disciplines in the education of *all* American youth.

We think not. First, the development of the power to think soundly, to know and to apply canons of deductive and inductive inference, is indeed one of the major aims of education. These analytic and reflective skills — of forming and testing hypotheses and weighing evidence, of identifying and evaluating assumptions, premises, and chains of reasoning — are capable of development, however, not solely or even chiefly through science education. Such skills can be forged and honed as effectively in the disciplines usually associated with the humanities. Furthermore, it is by acquiring such skills in situations less artificial than the laboratory and more concretely akin to life itself that their transfer to normal circumstances of everyday life can be more effectively accomplished; for most of our thinking is done in the context of variables — people, business, family, community, and public affairs — not with inert and invariable material entities and events. Scientists, in their nonscientific activities and utterances, frequently show themselves just as prone to illogical behavior as do the rest of us. Second, we must never lose sight of another still more important goal of education: the cultivation of a refined and lively sense of values and of a spiritually dynamic faith by which to live and die. Concerning these science must remain mute.

This is no slur upon the sciences, no derogation of the very real concerns that lie behind the report of the President's committee. The admitted achievements of the sciences are breath-taking, their potentialities for still greater accomplishments indubitable, and their crucial importance to our nation in the current power struggle admitted. Even aside from the current crisis, no one considers himself well informed unless he has appreciative understanding of the principles, chief concepts, and methods of the sciences. But while extensive laboratory and technical experience may be stimulating for a few budding scientists, the same is not true for the ordinary student. Science education for all American youth ought to be devised, we suggest, not mainly with the few intellectually gifted or potential specialists in mind and not solely by the requirements of national defense or prestige. It ought, rather, to be a kind of teaching that gives all students an authentic conception of the importance, nature, and method of the sciences as well as a contagious invitation to some young people to pursue a career in science. Science education ought to be but one of the disciplines used for developing sound habits of reason. It ought to be recognized as secondary to the realm of values — the kingdom of persons, of ends, of goals, of ideals and the things of the spirit. For without such a hierarchy of values we may be conquered from within, by default, or by stampeding fear, by the very secularism and materialism against which we are striving to defend ourselves and which comes from without: the revolt against God, the debasing of man, the worship of things, the immolation of the power of science upon the altar of the science of power.

ROBERT V. SCHNABEL

Surplus Human Beings The terms "overpopulation," "population explosion," "runaway expansion," "population controversy," etc., have held the focus of attention of writers, journalists, and commentators who have concerned themselves with population statistics. Many have attempted to determine causal factors. International control of diseases, reduction in the number of famines, changes in marriage patterns, and higher birth rates supposedly have contributed significantly to the increasing velocity of population growth. Other factors are being identified and appraised.

Since the world's population is growing faster than the capability of providing for human needs, should controls be introduced? Some people think so. In fact, various controls have been suggested. Programs of family planning are being given high priority.

Is it proper to institute population controls? What are the moral, social, and legal implications? To answer these questions, the opinions of individuals and organized groups, including churches, have been solicited. The responses vary and are not conclusive.

No matter how nations will react to the growth problem, no matter what positions social and religious leaders will take on this issue, no matter what methods may be employed to cope with the stupendous increase of births over deaths, people born into this world must not be considered human surplus. While people are writing, speaking, and predicting, the church, the Lutheran Church, will need to examine methods and procedures which will bring the soul-saving message of salvation in Christ to the populations which have been labeled explosive. We have used the radio, television, Bible and tract distributions, and a host of other ways to reach the hearts of people living in heathen lands. Are there perhaps untried and unused avenues which would lend themselves to a wider and more effective spread of the Gospel? Shouldn't Christians pool their thinking on a more gigantic scale in order to uncover ways and means which will broaden the outreach to the populations which have been labeled explosive? Perhaps "explosive" methods should be employed in dealing with "explosive" needs. May the Lord open our eyes to lay hold of every conceivable and God-pleasing device which may bring the Word to the increasing masses.

MARTIN J. MAEHR

When those who insist so loudly upon their rights become equally insistent upon their obligations, this will be a much better world in which to live. Let them first be obedient to those laws which most people accept as reasonable and just. Let them first be considerate of and peaceful toward their neighbors. Let them first recognize that others have rights, too, and so conduct themselves that anyone can feel his person safe and his own rights secure in their presence. Let them realize that obligations are an essential part of rights, and the first step towards securing one's rights is to fulfill one's obligations.

We live in deeds, not years; in thoughts, not breaths; in feelings, not in figures or a dial. We should count time by heart throbs. He most lives who thinks most, feels the noblest, acts the best. — PHILIP JAMES BAILEY

The Context of Christian Education

(The Significance of the Communion of Saints in Learning)

HARRY G. COINER *

What is it that makes Christian education unique? Is it its content? Not this alone, as important and basic as the content of the Word of God is. Is Christian education unique because of its context? Most assuredly. All subject matter is taught, transmitted, or communicated within a fellowship, a communion of saints. The teaching of God's Word yields fellowship, and the fellowship yields teaching. With this said, the point may already be made. Yet this further exploring of the significance of the fact of the communion of saints in Christian education may be desirable.

The Word of God is dynamic and should be taught for what it is — the power of God which brings the church into being and sustains the life of those who are its members in the communion of saints. This community is composed of living persons under a living Lord and is impelled to activity by the continuing presence of the Holy Spirit. The Christian school, because of the very nature of the people gathered in it, is a sharing, participating, active community bound to Christ and to each member in love.

Luther's Large Catechism speaks of the context of Christian nurture:

He [the Holy Ghost] first leads us into His holy congregation, and lays us in the bosom of the Church whereby He teaches us and leads us to Christ . . . which [Church] is the mother that bears and nourishes every Christian through the Word of God. . . . I believe that there is upon earth a little holy group and congregation of pure

saints . . . that I am a part and member of the same, a sharer and joint owner of all the blessings which they have, brought in and incorporated with them by the Holy Ghost by having heard and continuing to hear the Word of God . . . whereby He works and promotes sanctification, causing it [this community] daily to grow and become stronger in the faith and the fruits which He produces.¹

Christian education aims to communicate and share the Word of God within the context of the Christian fellowship. Christians of one generation transmit the truths of Scripture to the next generation. "One generation shall praise Thy works to another and shall declare Thy mighty acts" (Ps. 145:4). Christians also nurture one another in mutual spiritual growth and edification. "Let the Word of Christ dwell in you richly, as you teach and admonish one another in all wisdom." (Col. 3:16)

The Christian teacher who does not understand that the church is people (and that includes young people) in communion, that the individual Christian child has been placed by God in the context of a sharing community, activated by the Spirit of God, and that the child is to experience, understand, and practice the realities of faith in personal and fellowship relationships, is teaching with an incomplete comprehension of what Christian nurture is. God's people

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¹ Art. III, *Concordia Triglotta*, pp. 691 to 693.

demonstrate their Christianity in their relationship to, and participation in, the communion of saints. The grace of God, which has placed them within the communion of saints, has also given them the power to have their life and their spiritual growth in relationship to God and one another. They belong to one another because God has claimed them for Himself and given them to one another. The water of Holy Baptism and the blood of Christ have incorporated them with Christ and with one another. "So we, though many, are one body in Christ, and individually members one of another" (Rom. 12:5). "For you are all one in Christ Jesus" (Gal. 3:28). "For we are members one of another" (Eph. 4:25). Therefore Christian nurture has the dimensions of precept (speaking and teaching the Word of God), example (the real-life evidence of God at work in others), and the personal experience of being a Christian receiving from God the power to do Christian deeds.

Holy Baptism is the door by which we are admitted to the holy Christian church, the communion of saints, the forgiveness of sins, and the life everlasting. We are baptized into Christ and at the same time (moment) into the body of Christ, which is the church. The first meaning of Holy Baptism for us is that we are cared for in a most wonderful way, but its second meaning is that we are called to care for others. First we are ministered to, but finally we must minister. The individual life is "hid with God in Christ," it is true, but the Christian is also to live as a member

of the church. He has the strength and comfort and security of being a part of the body, and yet he rejoices in the freedom of an individual related directly to God through Christ. He is free from all men, and yet the servant of all — in Luther's language.

A Christian quickly learns that membership in the body of Christ involves not only a fellowship of privilege but also a fellowship of responsibility. To teach, to intercede, and to sacrifice in service is the whole life of a Christian in relation to his neighbor. The baptized, royal priest is set free from sin, death, and hell, and loosed from the slavery and condemnation of the Law, to exercise his freedom, not selfishly, or in his own interest (seeking in his neighbor and even in God that which pleases himself, as Luther puts it), but selflessly, for his neighbor and the whole body of Christ. In his *Treatise on Christian Liberty* Luther says: "We conclude therefore that a Christian man lives not in himself but in Christ and his neighbor. Otherwise he is not a Christian. He lives in Christ through faith, in his neighbors through love; by faith he is caught up beyond himself into God, by love he sinks down beneath himself into his neighbor; yet he always remains in God and in His love."²

Relationships in Christian education are grounded in the presence and power of the Holy Spirit. That means much more than social intercourse on the human level. Although children are only beginners in the Christian life, they are to be Christians, that is,

² *Works of Martin Luther* (Philadelphia: Muhlenberg Press, 1943), II, 342 f.

members of a community who are mutually receiving and exchanging the God-given power which is necessary to maintain the faith in God and the spiritual vitality which sustains the Christian life in all of them. Such fellowship of sharing means that each member of the group or family is simultaneously receiving as well as giving the Word of God for the increase of faith and life. This means, of course, that the children are learning to teach and admonish by teaching and admonishing one another. In this way they become more and more able to speak the Word of comfort and edification to their teachers and parents, as well as to receive it from them and from one another.

This is not easy to understand without examining patiently what the Christian life is at any one time in any Christian, young or old. The New Testament calls it the life of the Spirit, for literally God's own Spirit at Baptism takes over the impulses and drives of the heart and directs them into the stream of usefulness for all. This provision of the Spirit we see going on in the "service" activities of the Christian congregation: baptizing, worshiping, teaching and preaching the Word, celebrating Holy Communion, giving Christian witness and brotherly admonition, living in Christian families and groups. Wherever Christians move together, the Holy Spirit moves with them, causing them to work together to "service" one another for the growth and maturity of the entire group. When Christians respond to the gift of fellowship as they are con-

fronted by others, they experience communion; they share the gift of the Holy Spirit. This is an activity which requires nurture, for man responds in faith to the faith of others. Fellowship is experienced, it is nurtured and developed and continued, and as it continues, it grows. The dynamic activity of *koinonia* in the Holy Spirit makes possible the relatedness of persons to one another in such fashion that true nurture can take place. When one is brought in, loved, restored, forgiven, then he has something to give away. And in giving it away he finds himself in Christ and in community. All this is done not because one must or ought to do it but because one, under God, does.

The context of Christian education may therefore be understood as one in which persons are confronted, quickened, and transformed by the Christian Gospel and led into and nurtured within the church (the communion of saints), which believes, lives, and proclaims the Gospel. In this process the learner becomes a willing and active participant. And herein lies the uniqueness of Christian education.

Are there implications for objectives, curriculum, and methodology? Most certainly there are, more than may be discussed here. However, in the light of the significance of the context of Christian education, one may propose these specific objectives and make brief comments regarding curriculum and methods:

1. That children be led to understand, accept, and share the Gospel as they feel and express active con-

cern for others who are fellow members of the body of Christ.

2. That children be led to experience God's love as forgiven sinners and express in concrete ways this kind of love (*agape*) in their personal relationships (*koinonia*).

3. That children be led to develop a conviction of responsibility and the growing skill of effective participation in the life of the Christian community.

4. That children be led to understand the nature and mission of the church and the ways in which they may participate significantly and personally in its life and activity.

That Christians are bound together with Christ and with one another in a sharing, participating, active communion is a factor of significance in planning the curriculum of Christian education. When the curriculum is understood to mean everything that happens in the activities of the school and the experiences of the child, the context as well as the content of Christian education becomes a primary consideration. Though the Bible-centered or doctrine-centered approach is an essential part of Christian education, it should never be used alone. Content should never get in the way of the true goal: not the mastery of doctrine but the establishment of a child's relationship to the Lord Jesus and to his Christian brothers.

God educates, and He uses every event of a person's life. Thus education is a process vaster than one that can be organized. The teacher starts the process and provides the light in which the situations and relationships

of life take on their Christian meaning. The curriculum should provide the outline in which the pupil finds, in the Christian faith, the answers to the problems of life. This will involve a program in which the church is the environment of Christian nurture, and this environment is more than social. It is fellowship which is realized as one's life is guided, influenced, touched, and affected by the Word of God, and as worship, witness, admonition, forgiveness, edification, etc., are experienced.

Teachers who are inclined to think of their ministry as something they will do for children rather than with them are forgetting that children are involved in the Christian community. Children are to learn to believe that they are accepted by God and that this should move them to accept one another for Christ's sake (to accept one another in love because Christ has accepted them) and become committed to the disciplines (activities) of the Christian life and communion, such as worship, witness, study, and service.

Though the sense of Christian responsibility and the skills of Christian participation must be motivated and developed, they constitute a form of learning open to even the smallest child. Pupils communicate or share with one another in a number of ways. Teaching methods should encourage the mutual formulation of ideas based on Christian precepts. Conversation and discussion in teaching will allow children to affirm, to give evidence, to speak thoughts and truths in their own words, to express the understanding, and to make ap-

plication to their lives, of the Christian precepts which they study. Such communication implies meaningful sharing. It is one thing to converse about religion, to answer the teacher's questions, to recite the catechism and Scripture passages; it is quite another thing to discuss the Biblical understanding of God and to bring the remembered past into the contemporary situation. Christian witness is a part of "explaining to one another," an activity by which pupils teach one another in conversation and discussion. This differs much from learning to please the teacher or to get a good grade. It is living as a member of the body of Christ, sharing in the life which the body has. This begins with Baptism, for when one is baptized into the body of Christ, he no longer has a really independent spiritual existence. He is a priest in the priesthood, and his life as a priest involves the giving of himself to the service of teaching, sacrifice, intercession.

One may say that this is too ideal for children, yet children, too, are in the communion of saints. "For where two or three are gathered in My name, there am I in the midst of them" (Matt. 18:20) is not limited to adults, and it stands in the context of "See that you do not despise one of these little ones." (Matt. 18:10)

The child, too, needs to understand his Christian relationship with his father and mother, to do something about it, to learn to love, trust, and serve them in Christ. A child needs to learn how to pray, to understand the purpose of prayer in its various applications. A young boy needs to know how God acted to reconcile the

world to Himself and what he is to do about it in faith in terms of forgiving a friend who has broken his fountain pen. A young girl needs to understand what to do about a particular boy who is a Christian and needs her admonition and witness. Young Christians need to learn how to express their faith in acts together with all who are in the communion of saints.

Luther's summary comment is appropriate here. He says:

This is the Communion of Saints in which we glory. And whose heart will not be lifted up, even in the midst of great evils, when he believes that which is indeed the very truth: namely, that the blessings of all the saints are his blessings, and that his evil is also theirs! For this is the sweet and pleasant picture which the Apostle Paul depicts in Galatians 6: "Bear ye one another's burdens, and so fulfill the Law of Christ." Is it not a blessing to be in such a company in which "Whether one member suffers, all the members suffer with it; or one member be honored, all the members rejoice with it"? Therefore, when I suffer, I suffer not alone, but Christ and all Christians suffer with me. Even so others bear my burden, and their strength becomes my own. The Church's faith supports my fearfulness, the chastity of others bears the temptations of my flesh, the fastings of others are my gain, the prayer of another pleads for me. . . . Who, then, could despair of his sins? Who would not rejoice in his pains? For it is not he that bears his sins and pains; or if he does bear them, he bears them not alone, but is assisted by so many holy sons of God, yea, even by Christ Himself. So great a thing is the Communion of Saints, and the Church of Christ.³

³ Ibid., I, 165 f.

What We Must Teach Our Teen-Agers

WALTER RIESS *

II

In his excellent study of "the new Soviet education machine," Fred M. Hechinger describes how the currently principle-centered Soviet educational system "had, in fact, embraced the progressive method and idea for quite a number of years following the Bolshevik revolution of 1917." When Mr. Hechinger asked Mme. Ludmila Dubrovina, the deputy minister of education for the Russian Soviet Federated Socialist Republic, "why the progressive trend had been abandoned," she replied, "Because we found it to be incorrect."¹

And that was all Mme. Dubrovina would tell author Hechinger, or anyone else, about the Soviet Union's sudden switch back to a heavily concentrated and subject-centered curriculum which featured exactly those "mental gymnastics" once so thoroughly pooh-poohed by modern educators.

If these same educators are inclined to worry now about the Soviet Union's alarming rise to technological supremacy in some engineering areas, they have only themselves to blame. And the same can be said for religious educators who, speaking under the sanction of various church offices and affiliations, casually and caustically

chided the teachers and the teaching of Christian doctrine as "separatistic" and even "cruel to the child."

It was exceedingly easy to do this chiding. There were always plenty of people around to point fingers at persons who had misused or abused authority in the classroom and in classroom content to the verge of idiocy. Lutherans still shudder, and justifiably so, at some of the hideous moments in the life and education of Martin Luther himself, moments which have been duplicated in countless classrooms since then. And sometimes, appallingly sad to say, those classrooms carried the banner of the Christian flag.

Nevertheless, it is just as mistaken to judge the teaching of principles on the basis of these examples as it is to judge permissive education by its results in comparison with the engineering successes of Soviet Russia. Principle-centered education can be just as concerned with the welfare of the pupil and student as the most radical progressive educational system.

It is, in fact, *this concern for the pupil and student* that determines what is the best *kind* of principle-centered teaching. Suppose, for example, we are dealing with a high school Bible class situation. The leader has three choices in a discussion on, say, the three great principles of the Reformation: *sola Scriptura*, *sola gratia*, *sola fide*.

* Member of Editorial Staff, Board of Parish Education, St. Louis, Mo.

¹ Fred M. Hechinger, *The Big Red Schoolhouse* (New York: Doubleday, 1959).

He can

1. forget all about the principles and get on to the subject of dancing as soon as the group wants to move in that direction.
2. keep pulling against the group and entirely away from the subject of dancing.
3. relate these three great principles to the subject of dancing and its place in the teen's life.

Obviously, we would choose the third method simply because it is at once

1. principle-centered, concerned with foundations of faith;
2. yet geared to the needs of the students and related to those needs.

Similarly, imagine an eighth-grade classroom in which the teacher is trying, during a religion class, to get across the same three principles of faith. Here, too, the teacher has a variety of options.

1. He (or she, of course) can treat the principles as simply a part of material to be covered.
2. He can overstress the practical application to the point where the material itself is lost.
3. He can work at bringing the material home by creating learning situations where the material is applied in concrete form to actual situations possible in eighth-grade student experience.

A teacher might structure several situations to make this material "live," yet without losing its form and content.

1. A question like: "*Can you remember anything in last Sunday's service that touched on one of these principles?*" might start an open discussion profitable to most members of the class.

2. Asking a panel of students who had seen the film *Martin Luther* to discuss what these principles meant to the Reformer and what he went through to hang on to them in the face of opposition.
3. An actual scheduled visit to a neighboring church of another faith, followed by a discussion of how these principles of our own faith differ from the principles of other churches. (The goal here would never be hostility toward, or suspicion of, other churches, but rather a just pride in, and a willingness to participate in, the life of our own church.)

Note that in all of this the principles of the Reformation faith keep their dominating position. Instead of a teen-age class running amuck on the subject of dancing, they view dancing from the unique position of *Lutheran* teens, with *Lutheran* principles to base their opinions on. The eighth graders, even while talking about the movie *Martin Luther*, are absorbing the real and solid flesh of their faith. Other projects, somewhat simpler, might include a search through *The Lutheran Hymnal* for hymns that bring out one or the other of the Reformation principles, or a report by one student on an experience at another church, or a report by a student recently baptized on what the three principles of the Reformation mean to him or her.

A SAMPLE UNIT

This kind of group project might fit under a unit which deals with nothing but the sturdiest — and often most easily bypassed — principles of our faith. And although some have criticized our dogmaticians for starting

their systematic thinking with the doctrine of the Scriptures, we would venture something on this order:

Principles That Control Our Lives

1. Verbal Inspiration of the Bible
2. The Deity of Jesus Christ
3. Fundamentals of the Substitutionary Atonement
4. The Word in the Sacraments
5. How to Use the Bible

Particularly strong application areas for these unit headings might be:

1. *Verbal Inspiration.* — Absolute guarantee to us of the certainty of our whole faith.
2. *Deity of Christ.* — Having Him at your side means fearing nothing and drawing on the power of God in our day-to-day living.
3. *Atonement.* — The divine formula by which God made our salvation not a thing to be guessed at, or worked at, but forever done, perfect, and sure.
4. *Sacraments.* — How the Word comes to reassure us of the truth of our faith and actually to feed us the food of faith. A way of constantly mounting in strength and preparing ourselves to become spiritual leaders.
5. *How to Use the Bible.* — We live our life with God and people day by day, and the Bible can help us do just that with more happiness and courage. Here are some ideas for you, for you to choose from — ways of keeping yourself *abler* in every task you set yourself to do.

In each of these unit parts there is enough attention to *need* and enough concentration on *principle* to build steadily the foundation of the student's character and life. Sample

units like this can be used also with prepared curricula which are not so concerned with principle or need. The psychologically free teacher will adapt textbooks to his own insights and to the needs of his own pupils.

CURRICULUM DOMINATED BY NEED AND PRINCIPLE

If you keep both factors — (a) principle, (b) real need — in mind, you can avoid some of the pitfalls which have, like the Black Pestilence, plagued churches and schools. It is possible to steer clear of the "mystomagic" type of religious exercise, which deals in ultrasolemn tones, hushed moments of fake silence, and no body of content except a Gospel songbook. It is possible to dodge, at the other end of the scale, the frozen forms of the traditionalist, who may revere the Bible but seldom open it.

Between this Scylla and Charybdis, the mystomagic and obsession with principle regardless of need, there is room enough for the dedicated teacher to build a curriculum filled to the brim with solid values and consistently interesting enough to hold the student, adolescent and younger pupil alike.

It is this approach, from principle *and* need, that has guided the staff of the Board for Parish Education, and its high school editor, in setting up two Bible study curricula for our high school youth, *Bible Discussion Guides — High School Department*, and *Young Teens Bible Discussion Guides*.² We have tried to hew a decent and a visible line between the needs of our adolescents and the prin-

² Published first in October 1959.

ciples of Lutheran faith and life which can help those needs.

If we were to trace the development of the average lesson in *Bible Discussion Guides — High School Department* (older teens), we would delineate a progression something like this:

1. Need (opening up a problem of teens with a situation recognizable to them).
2. Scripture study (approached with the tools of Lutheran exegesis).
3. Illustration (again, a *need* situation revealed in discussion of an *actual, reported* situation).
4. Principle (concluding with a treatment of principle *as it affects* the real, and now sensitized, needs of the teen-age student).

This approach has won favorable

acceptance, both from "conservative" and from "liberal" Lutheran circles. For principle never goes out of date, and even the most visionary Lutheran educator will not trade the ruby of solidity for the paste of an unprincipled theology or life.

We have learned much too much from the schoolrooms of the last decade. We have in boldface seen the truth that man is *not* to live by bread alone, or by the dried powder of dehydrated religion.

These shall pass, but the Word of the Lord is not so hastily gone. We have the highest strength on our side, in our teaching, if only because we do have a solidity beneath our words, even our Word-bound faith: our principles.

PEN SWIPES

● And then there was the teen-ager who had a job in a supermarket. His speed and zeal attracted the attention of many of the store customers. Did they pat him on the back for doing a good job? Not on your life. They went to the store manager and complained that he was working the boy too hard.

* * *

● One dad said to another: "I'm no model father. All I'm trying to do is to behave so that when people tell my son that he reminds them of me, he'll stick out his chest instead of his tongue." — *Manchester Oak Leaves*.

* * *

● Among the freshmen at Boston University this fall is a retired fruit and vegetable merchant of 86. He told interviewers: "Some people say I'm foolish to start college so late in life. But these same people thought I was foolish to start high school at the age of 81." Incidentally, he has no intention of going out for football.

* * *

● Tolerant people always keep in mind that a donkey would rather hear another donkey's bray than the most dulcet tones of the Metropolitan's highest-paid coloratura soprano. — *The Prism*.

* * *

● David, a second-grader, was bumped while getting on the school bus and suffered a two-inch cut on his cheek. At recess he collided with another boy, and two of his teeth were knocked loose. At noon, while sliding on ice, he fell and broke his wrist. Later, at the hospital, his father noticed David was clutching a quarter in his good hand. "I found it on the ground when I fell," David said. "This is the first quarter I ever found. This sure is my lucky day." — *Milwaukee Journal*

At Easter

LENORE MARTIN GRUBERT *

A meaningful art experience during the Easter season can be readily designed for primary grade children by using colored construction paper, glue, manila paper, and crayons.

The children were told that they were going to make a picture using cut colored paper for buildings. A cross cut from gold-colored paper or tin foil was to indicate the church structure. The church was to show an open door made by vertical and horizontal cuts with one or two necessary folds for hinges.

In developing the work the teacher and class talked about the general shapes of buildings. The children often had to determine the shape of the building they desired before selecting the colored construction paper. This thinking was necessary because odds and ends of paper were used. Conversely, many times the scrap of paper suggested the shape of the buildings.

It was suggested that there should be about five buildings and that the church should be the largest one. After the buildings were cut from the colored paper, they were shifted about on a 12"×18" manila sheet to find their desired locations; however, many children had already discovered (if they located the site of one or two buildings after cutting them) that the shapes and sizes of other buildings were suggested by those which were already placed. Thus they were able to consider one shape in relationship to another. Then, too, they were able to select colored paper for the rest

of the picture according to a preconceived plan.

After the child had been satisfied with his placement of buildings, these shapes were glued into position on the manila paper. (What a joy it was for children to use adhesive in a small, squeeze-type bottle. All the messiness of the old-fashioned paste jar was eliminated. More important, the child was no longer frustrated by seeing a happy piece of work marred by a spattering of stick fingers.)

Now that the buildings were in a stationary position, the children let their imaginations play. With their crayons they completed the cut paper scene by adding sky, grass, trees, birds, or anything which they fancied. Some children decided to work further with colored paper and proceeded to cut winding sidewalks, clouds, birds, etc.

The art teacher was surprised at the lack of human life depicted in the completed pictures. "Where were the people?"

Upon hearing this comment, one child said, "I guess all the people are busy inside the buildings. It's Easter, and they're all in church." He opened the church door to show a large congregation suggested by stickmen. The teacher hoped that the rest of the class had the same thought. Out of curiosity she peeked inside the door of many cut-paper churches, and, lo, there *were* the people!

* Art consultant, Trinity Christian School, Scarsdale, N. Y.

Making Use of Vacation Bible Schools, Weekday Classes, and Saturday Schools

ARTHUR W. GROSS *

An effective program of Christian education in a congregation must provide sufficient time for Christian education. Many congregations supplement the work of the Sunday school and the Lutheran elementary school with one or more additional agencies: the vacation Bible schools, weekday classes, and the Saturday school. The following interview with A. W. Gross, editor of vacation Bible school materials, discusses the place of these agencies in our educational program.

EDITOR: *How many vacation Bible schools do we have at the present time?*

A. W. GROSS: 3,000. I suppose rounded figures will do. The actual number is somewhat higher.

Would you say that we had just about reached our peak in growth?

Oh, no! Far from it. About 2,000 out of our 5,000-plus congregations are without a vacation Bible school. And if we would add the "not-yet-member" congregations and the preaching stations to this number, it would rise well over 3,000.

Has the rate of growth slowed down in recent years?

No. As a matter of fact it has accelerated. In the last 10 years we gained an average of 155 schools a year and nearly 21,000 pupils a year. From 1957 to 1958 the gain in the number

of schools was 314, and the gain in the number of pupils enrolled was 41,162.

Why is it that 2,000 or 3,000 of our congregations do not have a vacation Bible school?

I've not made an investigation, but this is what I hear: Some say they can't have any, no matter how hard they try; others think they can't; still others complain about a lack of classroom space; many say they can't get teachers enough. To my way of thinking, the old slogan "Where there's a will there's a way" holds true almost without exception. I am sure of this when I recall the many congregations that have somehow managed to overcome all the difficulties named. There are some congregations that think they don't need a vacation Bible school.

Why do they think they don't need it?

Because they have a parochial school, or a Sunday school, or both.

Should congregations that have parochial schools and Sunday schools also have a vacation Bible school?

I'm glad you brought up that point. They're the losers if they don't. It seems that most of our people don't know how our vacation Bible school

* Editor of Vacation Bible School materials, Board of Parish Education, Saint Louis, Mo.

courses are constructed and what their purposes are. Usually people mention only one purpose, when there are really two.

Would you expand on that just a little bit?

Well, (1) the vacation Bible school is designed to serve the children who are members of the church by augmenting the instruction they may have received elsewhere — in the home, in the parochial school, in the Sunday school, or in any combination of the three; (2) its purpose is to serve the children in the community who are not members of a Christian church — by bringing them the Gospel for the salvation of their souls.

I take it that the lesson materials have been shaped to achieve both purposes. Right?

Right. For member children especially the Bible stories that are used as bases for the daily lessons are, so far as possible, such as either not well known or unknown to a high percentage of the children enrolled. Besides, the themes are chosen with a view to augmenting, establishing, and expanding the religious instruction the children have had in any of the other agencies. Who can honestly say that after attending a parochial school and a Sunday school his religious education is complete? Luther never got through studying the Catechism. He said that, didn't he?

Besides the vacation Bible school courses carry forward work that may have been done elsewhere in hymn study, study of the Bible as a book, and handcraft — something for which

most of our other schools find little time or no time at all.

How do you account for the widespread acceptance of vacation Bible schools and the general neglect of the Saturday school and the weekday classes?

The Saturday schools and the weekday classes have no one to look after them, no one to plan courses and shape them into daily lessons. I am sure that the Saturday schools and the weekday classes would enjoy wide acceptance if they would be provided with suitable, published lesson materials.

You said that sometimes congregations do not conduct a vacation Bible school because they have a parochial school. Do we have congregations that do conduct a vacation Bible school even though they have a parochial school and perhaps a Sunday school?

Oh, yes! Many of them. I have a rather accurate figure on that. There are 550 congregations that have a vacation Bible school in addition to a parochial school.

I am interested in the synodical resolution which states: "RESOLVED, That for children who are not in the Christian day school the congregations be urged to consider the use of all part-time agencies as the minimum to be offered." How do you think a congregation should go about implementing this resolution?

That's a big question. It seems a pity that we find it necessary to draw up such resolutions. One would think

that a congregation that hasn't lost all of its concern for the spiritual welfare of its children and all of its respect for the Lord's command to "teach them diligently" would do what the resolution says without being told. But if I were put in charge of initiating a program of Christian education for children that did not attend a parochial school, I would, first of all, ask the board of Christian Education to send me its information bulletins on the planning and managing of Sunday schools, vacation Bible schools, Saturday schools, and weekday classes. I would follow the suggestions contained in them so far as local circumstances permitted me to do so.

I would begin with the Sunday school. Lesson materials are available, and they are good ones, in fact, among the very best. The Sunday school would give me yeararound contact with the children and the

benefit of its missionary potential. Next I would inaugurate a VBS. This step would just about double the time the Sunday school would give me for religious instruction. And I would surely need that time. Again, lesson materials are available; besides, VBS has a missionary potential all its own. It brings in children that the Sunday school somehow does not reach. In addition to a Sunday school and a VBS, I would also want a Saturday school. It has distinct advantages. I would include all eight grades and use the school to prepare the children for confirmation and effective church membership. Finally, I would conduct an investigation to see what further good might be achieved through weekday classes. If the findings of the investigation proved to be positive, or in favor of having weekday classes, I would set up the necessary machinery for them also.

In a report in *Teaching Tools* for fall 1959, William H. Allen states that 45 surveys were made in the elementary grades, 24 in junior high school, and 67 in high school. He notes that in 21 per cent of the comparisons the groups taught by TV learned significantly more information; in 72 per cent of the comparisons the conventionally taught groups learned significantly more. These results were about the same for all grade levels. He indicates four different ways in which television can be used in teaching: as *enrichment* to supplement the classroom teacher's regular instruction; as *direct instruction* in *normal class* situations where the TV studio teaches *basic* subject matter which the classroom teacher incorporates in the instruction; in *large class* groups where the course of instruction is built around the TV studio supplementing, clarifying, and extending; as *out-of-school* viewing assignments to support schoolwork.

Shame on those who apply the metric system to the human mind and dilute confidence, vitality, and the will to do. We cannot measure the qualities for great performance. Yet these qualifications, inherent in all, may be developed by endless work and self-discipline. You can do anything you set your mind to. Your success is basically contingent on your attitude, not aptitude.

I have no intention of offending the testers, but I think that I. Q. and aptitude tests have gone too far. They kill ambition, scuttle hopes, weaken desires, and block drives as well as undermine the knack of personal development inherent in us all. — ARMAND GARIEPY (*Sales Training International*)

A MEMO FROM MO

April 1, 1960

DEAR LORENZO:

One of the qualities that characterizes the master teacher is his ability not to get excited about the wrong things.

This generalization, double negative and all, has any number of applications. In this instance, I'm thinking particularly about the teacher who is able to get below the surface of his pupils' words to determine what the words mean and whether to react favorably, negatively, or not at all.

Let me illustrate. Suppose you are safety patrol supervisor for your school. One morning, while making your rounds, you notice that Willie not only has forgotten his belt, but he's 30 feet away from his post playing bet-you-can't-get-your-scarf-back with Rosie, his current heart throb. Of course, the moment Willie spots you he loses the bet and Rosie gets her scarf back. Moreover, his responsibility gland begins working again, and he trots back to his post, ready to continue shepherding kindergarteners across the busy intersection.

You don't say much to Willie — just enough to make him feel more sheepish than shepherdish. And you end the counseling session with a hopeful, "What about it, Willie? Think I can trust you?" To which soldier-boy Willie forcefully replies, salute and all, "Yes, sir, general!"

For a second you're stunned. And for the next second you find yourself quickly flipping a lot of mental coins: What did he mean by that? Should I whop him one? Give him a summary and dishonorable discharge? Make him write 500 times "I must not say, 'Yes, sir, general!' to my teacher"? Call up his mother and tell her what a disrespectful child she has? Or should I forget about any kind of punishment and take the friendly smile in his voice at face value?

Yes, what *should* you do? It's at this point, I would guess, that the master teacher shows why he no longer is an apprentice or even a journeyman. For while the lower ranks might follow the punishment route, the master does not. Having weighed the circumstances, Willie's past record, and Willie's present facial expression and tone of voice, the master teacher cools off quickly. And instead of a vicious snarl, the master lets out with a morale-building bark, something like: "Well, don't let me down, private. After all, if you work at this job hard enough, someday you may even make private, first class."

Of course, not every "Yes, sir, general!" can or should be treated this lightly. Under other circumstances and if spoken in a different tone of voice, words like Willie's may require sterner measures. But even then, it's wise to ask yourself — and maybe even Willie — a few questions before mounting for the counterattack. In other words, be more like the psychologist who, on hearing one of his friends greet him with a cheery "Good morning!" turned to his colleague and asked, "I wonder what he meant by that?"

Words, after all, are pretty tricky. As with so much in life, especially in the Christian's life, it's the motive behind any given set of words that ultimately is more important than the words themselves. This is not to imply that the words are unimportant. They are important. In fact, there are times when the best of intentions can produce the most unenlightened and even destructive of sentences. As James Russell Lowell once quipped:

For there's nothing we read of in torture's inventions,
Like a well-meaning dunce, with the best of intentions.

But be this as it may, the fact remains that a teacher has to see through much of what he hears. And if this sounds like getting my senses mixed up, let it. I'd rather be this kind of mixed-up master than a stick-to-the-rules apprentice who gets excited about the wrong things.

And I'll bet you would, too.

Calmly yours,
MO

What About Ninth Grade?

DAVID P. WILLIAMS *

The principal picks up the telephone to hear once again the familiar question: "Where do you send the children after they graduate from your eighth grade?"

Where public schools are organized on a 6-3-3 basis, the principal must answer, "Most of them go to the Junior High School for ninth grade and then go on to high school the following year."

Too often the mother replies, "I'd send him to your school if you only had a ninth grade. . . ."

The trend in America is definitely toward the reorganized high school, and 6-3-3 is by far the most common form of reorganization. This means that six years are spent in elementary school, three years in junior high, and three in senior high. Many communities still on the 8-4 system are now considering 6-3-3; perhaps yours is among them or will be soon. In these days when the problem of holding our teen-agers for the church is becoming more and more pressing, we should do well to consider the ninth-grade situation in our Synod. How true is the accusation, made by some, that in certain cases we Lutherans have been slow to adjust to changing patterns in what has been termed the educational ladder?

In the first place, *how* new is this "new" idea? Let us look at a few facts.

In the Missouri Synod there are 16 nine-grade elementary schools spread through 9 Districts and 10 states from Rhode Island to Southern

California, from Washington State to Arkansas. Three which have had ninth grade the longest are Trinity in Lincoln, Nebr. (32 years); First Lutheran in Fort Smith, Ark. (30 years); and Trinity in Oregon City, Ore. (29 years). There was a lull in new ninth grades during the Depression, but five schools added them in the 1940s and grade room, three have eighth and plan has not worked well, as in the Florida-Georgia District, where two schools recently abandoned ninth grade, one of them after 15 years in operation. In general, however, the extra year has proved successful.

Seven schools have a separate ninth-grade room, three have eight and ninth grades in one room, and six have the entire junior high department (seventh, eighth, and ninth) within the same four walls. In the larger schools the average class numbers 22, in the smaller, 10 or 11. Last year St. Paulus in San Francisco had a ninth grade of 34 pupils.

Most of the ninth-graders go on to public high school, though a few enter synodical or private high schools. Their principals report that students continue to rate high academically after they graduate from Lutheran schools.

A congregation considering the addition of a ninth grade has many questions to ask. These include the following: "Shall we need to hire another teacher?" "Are there condi-

* Principal and teacher at Immanuel Lutheran School, Mount Vernon, N. Y.

tions of certification which must be met?" "What about algebra and foreign languages?" "Must we add expensive equipment for shop and home economics?" "What are the best textbooks to buy when many of our present series go only through the eighth-grade level?"

The answers to these questions depend upon the particular conditions in your school, your state, and your locality. Only after you have thoroughly explored your own situation can you make a valid decision as to what is best for your school. Below are a few facts about the existing schools provided by 15 of the busy principals in response to a questionnaire mailed in behalf of our congregation.

PERSONNEL

Schools in which the eighth-grade class fills an entire room would certainly have to hire a new teacher for the ninth grade. Smaller schools have successfully added the ninth grade without immediate expansion of either staff or building. Six principals reported bringing in outside "specialists" to teach such subjects as typing and home economics.

The practice of departmentalization (or exchanging teachers) is more widespread. Eight schools reported using a different teacher (usually the pastor) for religion, and six or seven reported using a different teacher for some of the other main subjects. The talents and interests of the staff are a big consideration in making these arrangements. At least two of the principals teach all subjects for seventh, eighth, and ninth grades almost

singlehanded. (One turns eighth-grade religion over to the pastor for the confirmation class; the other turns music over to the pastor's daughter.)

A few schools save on time by combining some classes with seventh and eighth grades. This class is usually religion or one of the "special" subjects, like shop, home economics, music, or physical education. Occasionally this is done in English, science, social studies, and foreign language.

CERTIFICATION

Each of the 50 states has its own requirements for certification and accreditation. Faculties would do well to inquire of their own state education department for the latest ruling.

CURRICULUM

Fourteen of the fifteen principals reported that algebra is taught in their schools; seven reported an additional course in either general or business mathematics.

Literature, grammar, and composition are taught in all our schools. While some teach literature and grammar in separate semesters, others teach them on separate days each week. The most common arrangement is an integrated program; elasticity appears desirable — especially to make room for longer literature units, such as the study of Homer's *Odyssey*.

Seven schools teach no foreign language at all. Spanish (not surprisingly!) is taught in Albuquerque, San Pedro, and North Hollywood. Latin is taught in our only New England ninth-grade (Pawtucket) Christian day school in Rhode Island,

largely because it is a regular feature of public schools there. German is taught at Emmaus in Denver and at West Portal in San Francisco. Two schools formerly taught both German and Latin but have since abandoned them. One school plans German and Latin for next year, and another is considering Spanish. French is not taught in any of the schools reporting.

Civics, history, and geography are taught in about equal proportions and in all possible combinations. Many schools combine civics and world geography. Three schools specifically mentioned a state history course: two in Washington State, and one in Colorado.

Religion has provided an interesting and fruitful field for experimentation, and great ingenuity has been exhibited in adapting existing synodical materials for elementary school ninth-grade use. (The question of religion materials in our high schools, although related, belongs in another study.)

Six of the ninth grades study *The Church Through the Ages* by Roth and Kramer as their religion course; five others study the synodical Catechism alone or in combination with Bible history, church history, or Bible study. One teacher uses the Units in Religion for seventh and ninth grades, while the pastor teaches an eighth-grade confirmation class. Another ninth grade studies texts by Drewes and Weidenschilling for New Testament and New Testament Introduction. Still another has a course in "Teen-Age Problems" based on *Teen-Ager, Christ Is for You* by Riess. The greatest variety of material available

for a single course was listed by a West Coast teacher: "church history, synodical Religion Units, or Survey of the Bible, or Review of Principal Christian Teachings."

In at least two schools confirmation takes place after the ninth grade. One principal writes: "Pastors here seem to appreciate the added maturity this gives pupils before confirmation."

CO-CURRICULUM

Twelve of the fifteen schools do not attempt to compare with public schools in the "special subject" areas. Three attempt to compare as nearly as possible with what is offered locally in woodshop, mechanical drawing, cooking, and sewing. (Several principals pointed out that although we may or may not try to *compare* with public schools, we are never in *competition* with them!)

One principal wrote: "I do feel that activities of this nature would enrich the program." Another wrote: "We had shop and homemaking two years ago when we started, but we found that our school has been more sought after since we have enriched the academic program instead!" A third: "We have been encouraged by public schools not to enter these fields but to concentrate on fundamentals. Cost is a factor also."

TEXTBOOKS *

There are almost as many publishers of texts used for each subject in our ninth grades as there are

* The Florida schools are included in these figures and in the figures for school establishment, but not in other statistics which are cited.

schools. A few names, however, showed up more frequently than others. The following is a list of only those texts which have been used by more than one school:

Algebra — five Ginn, three Row-Peterson, two Heath

General mathematics — four Ginn, two Webster

English composition — four Ginn, two each of Houghton Mifflin, Heath, Row-Peterson, Macmillan, and Scott Foresman

English literature — three each of Singer and Scott Foresman; two each of American Book Company and Row-Peterson

Science — four Scott Foresman; two each of Ginn, Lippincott, and Holt

The fact that more schools use a certain text may or may not mean that it is the best; some Lutheran schools are guided by public school usage, and others do their own evaluating and selecting. Many publishers of ninth-grade texts are happy to provide examination copies to schools actively considering the addition of this grade. There is a wealth of stimulating new texts to choose from. Worth looking into: *Algebra, Book One* (Ginn, 1960 Revision), which has short editorials between chapters showing the part mathematics is playing in current science and industry. (Some sample titles: "Radar," "Rocket Power," and "Women Engineers.") *You and Science* (Harcourt Brace, 1960 Revision), which has sections on IGY, Orbiting a Satellite, Space Travel, Weightlessness, and Cosmic Rays.

The new English and American literature books (Harcourt, Row-Peterson, Ginn, and others) are much more interesting than those used when we went to school. Sprinkled among the classic authors are modern writers like Clarence Day, Jessamyn West, and our professional colleague Jesse Stuart.

CONCLUSIONS

Faculties and pastors considering a ninth grade should discuss the pros and cons among themselves, and they should also consult the public school authorities, their Board of Christian Education, and their District Secretary of Parish Education. Of course, the final decision would be up to the church council or voters' assembly.

Adding a ninth grade is a big step, but there are many advantages in a congregation which solidly supports its Christian day school in both dollars and students and in which the parents truly desire a basic Christian and academic education for their teen-agers. Whether confirmation comes at the end of the eighth or the ninth year, a ninth grade helps to hold our drifting young people. Everyone knows that a Christian day school keeps families active in the church.

In a locality where the 6-3-3 system is in effect a ninth grade makes for a smoother transition to senior high school. Most important of all, it gives the boys and girls another entire year in their early teens for intimate contact with the love and knowledge of their wonderful Savior, Jesus Christ.

When is the need greater?

And with the greater need, where is there greater opportunity?

A Survey of the Teaching of German in the Lutheran Elementary Schools

ELDON F. DUENSING *

The December 1957 issue of LUTHERAN EDUCATION carried an article that put the following challenge before the Lutheran schools:

The Lutheran elementary schools are in an ideal position to reinstate German instruction. To do this would add something valuable. German is a logical choice because most of the children are of German parentage, and German is still an important world language.¹

With the help of the Board of Parish Education, which furnished a list of schools teaching German in September of 1959, the writer attempted to determine to what extent this challenge had been accepted, and more important, the manner in which it had been accepted. Questionnaires were sent to 55 schools listed as teaching 2,043 children German. Of these questionnaires 46 were returned at the time of this writing.

The schools teaching German are found in all parts of the United States. Missouri, with 12 schools teaching German, has the largest number. Other states with larger numbers are California with six, Illinois with five, and Colorado, Michigan, New York, and Pennsylvania, with four each. Oddly enough, the Midwest, which has approximately 75 per cent of the

Lutheran schools of the United States, has only 50 per cent of the schools teaching German.

The number of pupils taking German in any one school ranges from 5 in one school to 130 in another. In general, because the program is so new, most schools have only one or two groups taking German at present. Of the schools reporting, 60 per cent list their course as being required. Two list it as being required for grades seven and eight and elective for grades one through six. Of the schools with a program which is not required, 80 per cent list it as an elective, and 50 per cent choose their pupils for it on the basis of ability. A controversial issue in the area of FLES (Foreign Languages in Elementary Schools) is that of limiting the program to those with special ability. The survey indicates that this is done in less than one third (30 per cent) of the total number of schools. Wherever the course was elective or limited to those with special ability for it, an average of 70 per cent of the number of pupils in the eligible grades was enrolled. This percentage varied from a school with only 18 per cent to 7 schools with 100 per cent.

Another controversial issue in the FLES program is that of the proper grade level for beginning the program. Most of the readings indicate that it should be begun in the early grades. The Modern Language Association states specifically that it rec-

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¹ Herbert J. Max, "The Teaching of Foreign Languages in the Elementary School," *Lutheran Education*, xci, (December 1957), 174.

ommends a beginning in the third grade.² The results of the survey indicate that this controversy is in evidence in the Lutheran schools also.

Only 18 schools begin their program below the fifth-grade level. Six of these begin at the first grade; five begin at the third-grade level as recommended by the Modern Language Association.

The conversational approach to a foreign language requires that the group be kept reasonably small so that all pupils will have much opportunity for individual recitation and practice. Because of a lack of available teachers up to this time many of the groups have, of necessity, had to be much larger than is desirable. The survey lists a variance of the size of groups from five pupils in a class to 38 pupils in one group. The average is approximately 23 pupils in a class. The number of groups in any one school is still usually limited to one or two. Two schools, however, already have four groups in operation, and one school has five.

With the addition of another course to any curriculum, the problem of scheduling arises. Here again, because the program is so new, a great deal of variety exists in the Lutheran schools as well as in others. Half of the schools have classes which meet fewer than three times a week. The length of meetings varies from 10 to 60 minutes, the average being 30 minutes. In order to provide an effective experience in FLES, manuals and writings urge meetings at least three

times a week for shorter periods to provide for frequent review and opportunity for practice.

Several schools which have been teaching German for several years noted on their questionnaires that the availability of a teacher to continue the program has proved to be a problem. At present, in all but seven cases, the teacher of German is a regular member of the faculty. In one case the pastor of the congregation has assumed that position.

It was in the year 1956 that the first Lutheran schools again began teaching German. Prior to this time only one school had been teaching German; this was a school in St. Louis which began the program before 1949. In 1956, 5 schools introduced German; 5 were added in 1957; 11 began in 1958; and 20 were added in 1959. The greatest growth took place in 1959, when 45 per cent of the schools in this survey began their program.

In nearly all cases the principal was listed as being most instrumental in promoting the program at its beginning. In two instances the pastor of the congregation did a great deal. The local board of education assumed such a role in only five cases.

In response to the question, "What basic approach do you use?" 76 per cent of the schools reported using a strictly "conversational" approach. The other 24 per cent use a combination "conversation-grammar" approach. Of those schools using the latter all but one begin their course above the fourth-grade level.

The matter of skills to be stressed in the FLES program presents an-

² MLA Teacher's Guide: *Beginning German in Grade Three* (Darien, Conn.: Educational Publishing Corp., 1956), p. i.

other major controversy at this point. The Modern Language Association is quite definite in its belief. It states: "The first two or three years should stress *hearing* and speaking German. Children should not see the words in written form until they have acquired a considerable mastery of the basic patterns of the language."³ The results of the survey show a variety of practices. All schools list speaking and understanding the language as skills to be learned. Reading is included as a skill in 50 per cent of the schools. This includes two schools where this is done on the first-grade level. The skill of writing German is listed as a requirement in seven schools. One of these begins it on the second-grade level.

The FLES program offers an opportunity for the use of a variety of teaching aids. Pictures and objects are used in 60 per cent of the schools. Only about one third of the schools polled use language records, of which there are quite a number available. The tape recorder is used by 25 per cent. In one case the radio is used, but surprisingly no school listed television as an aid even though a number of television stations offer such a course. Virtually none of the schools are using movies and filmstrips as aids in teaching the culture of the German-speaking peoples. This has been accepted as one of the major objectives of the modern FLES program. The limited use of teaching aids is not the result of a lack of available materials. Perhaps the schools are not aware of the materials available.

Only seven schools have a curriculum guide, or course of study, prepared especially for their school. Of the remainder, four are preparing their own as they develop the program. In two instances local public school curriculum guides are used or adapted for use. A great variety of teacher's manuals, or study guides, are used in the schools. The most popular guide listed is the manual *German for Children*.⁴ Another book listed a number of times is *Neue Bibel*, by Dohrmann.⁵ A manual which is used by only a few schools is entitled *Beginning German in Grade Three*.⁶ A variety of manuals and guides are used but will not be included in this report, because they are used only by individual schools and may be found in any list of materials for German on the elementary level.

The results of the study clearly point up the need for a thorough analysis of the organization and curriculum structure of foreign languages on the elementary level. Special emphasis needs to be placed on the teaching of German, the language which is taught in over 50 per cent of the Lutheran schools teaching a foreign language.

Foreign language instruction is begun on all grade levels. The number of sessions a week and the length of time vary. Many schools are limiting foreign language instruction to the upper grades, to only one or two

⁴ Wm. K. Pfeiler, et al. (Lincoln, Nebr.: Johnson Publ. Co., 1956).

⁵ New York: Arthur M. Adler, 49 West 47th St.

⁶ See n. 2 above.

³ Ibid., p. vii.

years before high school, and thereby possibly missing the opportunity of introducing it at a level where the readiness and enthusiasm for it is greatest. In a program begun a year ago at St. Paul's Lutheran School in Providence, Rhode Island, the writer noted a considerable difference in the ability and attitudes of fourth graders meeting FLES as compared to seventh or eighth graders. The lower grade pupils moved more rapidly and with greater ease than did the upper grade pupils, even though the general ability levels were much the same. The questionable practice of scheduling only one or two sessions a week and meeting for too long a time at one session was noted previously in the article.

A great deal needs to be done by way of reaching some conclusion as to what skills should be the goals in the program and at what grade level they should be introduced. An attempt should be made to unify (at least to a limited extent) the kind of training a child will have had by the end of the elementary grades in the area of foreign language in order to allow for proper planning of courses beyond the elementary level.

The sudden growth of the program, as indicated in the survey, calls for the necessity of training teachers who will be able to continue the programs which have been begun and to accommodate the increasing number of pupils that will enroll in the program each year.

The limited use of teaching aids indicates that more should be done by way of making teachers aware of the availability and proper use of teaching aids. The writer found the following list very beneficial: *Materials List for Use by Teachers of Modern Foreign Languages*, Modern Language Association Foreign Language Program Research Center, 70 Fifth Ave., New York 11, N. Y. This may be obtained for 50 cents.

Finally, the study indicates that even though the growth of the number of schools teaching German is rapid, it is not found in proper proportion in the schools of the Midwest, where the number and strength of schools is greatest and where the German influence is most noticeable. This is the area which might best be in a position to accept the challenge quoted in the opening paragraph of the article.

FITLY SPOKEN

— The optimist calls half-empty half-full, while the pessimist calls half-full half-empty.

— When two egotists meet, it is really an I for an I.

— His money is twice tainted: 'taint yours and 'taint mine. — MARK TWAIN.

— He who considers too much will perform little. — HORACE STONEHAM

— The greatest mistake you can make in this life is to be continually fearing you will make one. — ELBERT HUBBARD

— Shallow men believe in luck; wise men in cause and effect.

R. W. EMERSON

— The first step toward solving a problem is to see it clearly.

LORD LINLITHGOW

CHURCH AND SCHOOL MUSIC

HERBERT D. BRUENING, Editor

Functional Music Education

VICTOR HILDNER *

The general practitioner in the field of elementary education should, in theory at least, be able to direct a child's growth in the basic areas of communication which society itself employs. Thus, it is reasonable to assume that a teacher should be able to teach a child to read, because adults must be literate. The Church of the Reformation, which annually spends tens of millions of dollars to equip its members to "search the Scriptures," has, moreover, a superior obligation to teach reading.

Since barter is no longer an adequate vehicle for the exchange of property, it is obvious that children of today must know and practice the arithmetic processes. Because all of us are daily exposed to social forces and geographical concepts, either separately or in combination, it is not difficult to understand why parents can become greatly disturbed when their child's experience in these areas is deficient.

As we continue to evaluate the educational instrument in which our children spend a major part of their waking hours, we are soon compelled to ask why music should play an important role in the child's environment. The reasons are easily discovered. The Biblical injunction to use the art of music in praise of God is the first and most important reason.

In the coming decades the conscientious elementary classroom teacher will also be faced with the challenge of teaching music for the stimulation it affords the child as he assimilates and expands his environment. To achieve these objectives, new educational materials and a revitalized teacher attitude are needed.

A significant step in providing the necessary educational materials was taken by the Board of Parish Education when it appointed a committee to develop a new series of music textbooks for the elementary schools of The Lutheran Church—Missouri Synod. The task which the committee faced has been large in scope and, at times, difficult. By the time the first book in the series will be ready for use in 1961 the committee, which consists of Prof. Victor Hildner and Dr. Leslie Zeddies of Concordia Teachers College and Mr. Erhardt Hitzemann, Zion Lutheran Church, Bay City, Mich., will have expended more than 155 days in working together as a committee on preparing the manuscript. The individual members of the committee have devoted a comparable amount of time in independent work on specific projects associated

* Associate professor of music, Concordia Teachers College, River Forest, and chairman of the editorial committee for the new Concordia Music Education Series.

with the series. In view of such a considerable outlay of time we may ask ourselves what guiding principles have been formulated by the committee as a basis for building the music series.

First, the new Lutheran music series, tentatively titled Concordia Music Education Series, will include a complete repertoire of children's spiritual songs. The first book, which is planned for rote learning in kindergarten through grade two, will include many religious songs which the child uses only when young. Other melodies will be taught with texts which the child can understand but will then be transferred later to texts which the adult uses. More advanced volumes of the series will include melodies and hymn texts which should be retained as a part of the Lutheran Church's living cultural heritage as well as melodies and texts which form the backbone of Christian worship. Materials based on principles of worship necessary for an understanding of the church year and for the use of basic liturgical forms are integral in the organization of the spiritual content of the series.

Second, the committee has been motivated by a desire to incorporate some degree of permanent usefulness into the series. A basic repertoire of children's songs which have demonstrated their durability as a part of happy childhood experiences has been chosen. A sequential pattern of organization has been developed which relates these songs to the musical growth of the child. New material has been created when circumstances required it. The editors themselves

have contributed 52 poems, 78 melodies, and 228 accompaniments. In addition, writers and composers have contributed new material, and the published work of other authors and editors has been purchased. Some of the songs and activities have been tested in elementary classroom learning experiences. A substantial portion of the first book has been tested in music education classes at Concordia Teachers College in River Forest, Ill.

Since, in the matter of textbook production, educators are prone to accept as fact what may be a false assumption, it may be well to re-emphasize that the new Lutheran music series has been developed to meet the specific needs of the church. As one sees series after series produced by the same publisher, it is very easy to assume that each new series is intended to be an advance over a previous one. This is not always a valid assumption. The real reason for a new series may be the publisher's theory that a new sales approach is needed. This means new authors, new formats, new songs, new pictures, and a new educational approach. Another reason for textbook development may be the requirements of a state which specifies that a given series of texts may be given state adoption for a limited period of time. A publisher who wishes to remain in the textbook market must then obviously plan his publication program to coincide with the requirement of the state. A church body cannot afford the luxury of such economic theories but must plan and proceed with more functional objectives in mind.

Third, to be effective in a parochial

system a music textbook must be flexible. This flexibility, to be educationally sound, rests not on the organization of subject matter, but since the child's use of music is linguistic, it should follow the pattern of growth which the child experiences in acquiring a functional control of language. In this pattern four stages are evident. The initial stage is rote learning. The second stage develops the association of sound with symbol. The third stage is the independent use of the page in which the symbol recalls the sound. At this point the child is able to derive meaning from the printed page and no longer relies on the teacher's voice or an instrumental crutch to support pitch and rhythm. The fourth and final phase is the expansion of the child's environment through the use of the newly acquired linguistic skills. The four different books which will compose the series have been planned to meet the needs of these four stages. Specific grade requirements will be met in each book. However, the individual book may also be shifted to meet the needs of children at the corresponding level of learning.

Fourth, while it is not possible to turn the clock back and forget that the age of specialization has left its impact on the educational scene, the ideal of the self-contained classroom should be maintained as the most wholesome pedagogical environment for child growth. To meet the needs of the Lutheran classroom teacher a very determined effort has been made to write simply, clearly, and concisely.

Fifth, the books will be organized sequentially. The teacher can follow

the successive pages of the book without referring to an index to determine which songs should be taught in sequence. Fulfilling this requirement alone has posed a problem of great complexity for the editors. For example, a song which is to serve the reading readiness program must first of all be selected for the practice on the specific notational element which it furnishes. It then must be placed at a logical point related to the total reading readiness program. In this program it must continue to expand what the child has learned, introduce the new element, and then be followed by the next new concept. This, however, is still not enough. The text with which the melody is combined must suit the grade level of the child who is learning the melody and, in addition, should be topically related to some interest factor with which the child can identify himself while learning the song.

Sixth, a music text must adequately encompass the six basic areas of music education. These are song singing, which should include solo and chorus, rhythm, instruments, listening skills, creative activity, and reading.

Finally, the basic demands of a successful church music practice must be anticipated. The new Lutheran music series attempts to introduce the children of our parochial schools to the language of music in an environment of happy, successful experiences. It identifies and emphasizes music's highest function, however, as service to God. It furnishes the necessary material and information to build a culture which will continue the tra-

ditions of a singing church. It looks to the future when this tradition will be enlarged to include reading skills, instrumental abilities, and an increased awareness of musical opportunities to use and apply God's Word.

This brief overview, however, must be joined with a restatement of the obvious. A textbook never teaches itself. The textbook is a means. It is a tool placed in the hands of the pedagog. As such, a textbook can be written to help the teacher understand the subject material, to help the teacher understand the child, and to help the teacher understand how it is possible for the necessary change to take place by which a musical experience becomes a part of the child's fabric of growth.

Not infrequently, however, the change which is anticipated in the child must first have taken place in

the teacher. It is obvious to the most optimistic observer that music specialists will not be available in the immediate future in sufficient number to effectively deal with the great numbers of children enrolling in the church's schools.

For the present, therefore, we can expect that an early thrust into the field of music education will have to come from the teacher who is willing to learn for and with the children. His first attempt may not be a great artistic success, but it will initiate action. Repetition will add refinement. When the classroom teacher takes the initiative, the musical experience of the child can be integrated into the total spiritual and cultural environment of the child's day. In this capacity the teacher will be effective in promoting functional music education.

The chorales of the Lutheran Church enjoy widespread use and popularity in the Christian world of today. The same applies to mediaeval plainchant. The two types do not rival, but support and supplement each other.

Walter E. Buszin in "Foreword," *The Church Modes: Modes I—V*, Opus 82 by Camil Van Hulse, Organ and Hammond Registration, Part I (St. Louis, Mo.: Concordia Publishing House, 1959, \$3.00).

The Reformation had a great effect in the field of music, particularly in Germany. The growing use of the Lutheran Chorale, and the forms to which it gave rise, led on to a tremendous development that culminated in the work of the great J. S. Bach. It is interesting, in passing, to note that Bach, so far as style was concerned, became old fashioned and outmoded even in his own time. Yet, so far as the content of this music goes, he proved himself to be the supreme universal musician, whose best work can never date or grow old, because its very greatness causes it to rise triumphant over the fads or fashions of any particular period. It is certainly true that all church music, to some extent, reflects the style of the period in which it was written, and that is why so much of it which serves one generation appears to the following one to be dated, and drops out of use. Only that music which, like the music of Bach, is intrinsically great and able to continue a potent force despite changes of mode and fashion can become a music for all the ages.

Leo Sowerby in *Ideals in Church Music* (Greenwich, Conn.: The Seabury Press, 1956, 65¢), page 8.

Concepts Concerning the Registers of the Modern Organ

PAUL BUNJES °

(EDITOR'S NOTE: The following article is the second in a series of technical articles dealing with the concepts concerning the registers of the modern organ. The first article of the series appeared in LUTHERAN EDUCATION, January 1960. A reading of the first article is requisite to the proper understanding of the second.)

THE NORMPRINCIPAL

In order to visualize the Normprincipal, a graphic representation of it (see page 402) may prove helpful.¹

Graphically, the invariable and descending diagonal of 45° in the fourth quadrant reveals a series of diameters of a constant ratio of diminution, re-

sulting in the highest possible equality of extensity throughout the series.

THE BASE VALUE AND RATIO OF DIMINUTION

To establish the Normprincipal tabularly or graphically, a minimum of two values are, therefore, required:

1. The base, or the value for the first diameter in the series, and
2. The ratio of diminution for the series.

In the case of the Normprincipal, the base chosen ($C = 153.44$ mm.) is charted at point 0 on the y-axis,² the ratio of diminution of the diameters is $1:\sqrt[4]{8}$ for the octaves, the value halving on the 16th step or 17th pipe.³

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¹ Upon the ordinate (i. e., x-axis) are charted the successive steps of the compass of the series (60 steps effected by 61 pipes). Upon the abscissa (i. e., y-axis) are charted the dimensions (diameters) as abstract values; 0 = base dimension; $1/2$ = the half-measure; $(1/2)^2$ = the quarter measure; $(1/2)^3$ = the eighth measure; $(1/2)^4$ = the 16th measure. Since the ratio of diminution for the Normprincipal is $1:\sqrt[4]{8}$ for the octaves, the successive unit calibrations on the y-axis proceed in the interval or step ratio of $1:\sqrt[16]{2}$. Inasmuch as the diameters in the series show diminishing values as the compass ascends, the line representing the Normprincipal appears as a descending diagonal in the fourth quadrant.

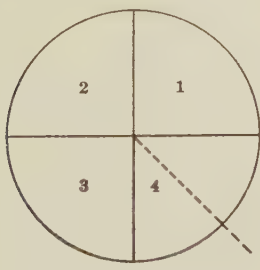
The disposition of the line reveals two conditions:

1. If the line appears as a diagonal of 45° from the horizontal, it indicates a halving on the 16th step, or a consistent extensity throughout the compass.
2. If the line is straight, it reveals a constant scale, i. e., a scale adhering to a non-varying ratio of diminution.

If the above two conditions prevail the scale is often visually represented as _____.

² For purposes of reference this value becomes 0, and is often shown as ± 0 HT (plus or minus zero half tones from the value of the NP). Should, in another case, the next greater tabular value (160.24 mm.) be desired as the base, it would be referred to as + 1 HT (plus one half-tone); should the next lesser tabular value (146.94 mm.) be desired, it would be referred to as - 1 HT (minus one half-tone).

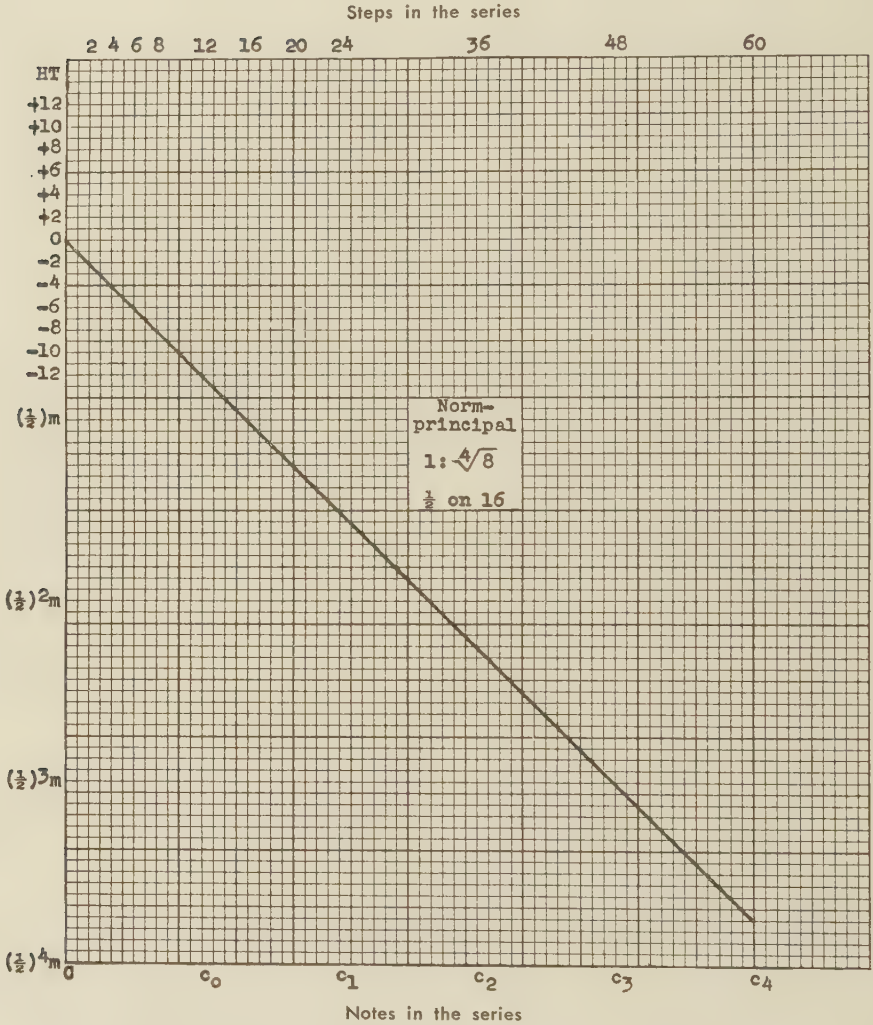
³ If the base $C = 153.44$ mm., then $1/2 = 76.72$ mm., $(1/2)^2 = 38.36$ mm., $(1/2)^3 = 19.18$ mm., $(1/2)^4 = 9.59$ mm., these values representing the starting point,



GRAPHIC COURSE OF THE NORMPRINCIPAL

A. Constant Scale

Case: NP



DEVIATIONS

The Normprincipal with its base (C = 153.44 mm.) and octave ratio of

diminution ($1:\sqrt[4]{8}$ for the diameters) thus established, it is possible to relate other scales to it and show the devia-

the 16th step, the 32d step, the 48th step, and the 60th step in the table. By interpolation, all other values are obtainable from the graph. On the abscissa (y-axis) the tabular values for C#, D, D#, E, etc., lie on the

successive downward calibrations from zero. Each calibration represents a tabular diameter-dimension equal to one half-tone: downward, a half-tone smaller (-1 HT); upward, a half-tone larger ($+1$ HT).

tions from it graphically. These deviations may show either or both of the following conditions:

1. different base values
2. different ratios of diminution

VARIANT BASE VALUES

The base value at 0 having been established at 153.44 mm. for C, it is possible to choose from the table a value for C equal to one half-tone, two half-tones, three half-tones, four half-tones, five half-tones, etc., larger than 0, the base value of the Normprincipal.⁴

Conversely, it is possible to choose C-values less than 0 HT or the norm. In such cases the values for C will be expressed as one half-tone, two half-tones, three half-tones, etc., smaller than 0, the base value of the Normprincipal.⁵

Accordingly, the designations $+x$ HT or $-x$ HT, relate the chosen base value to the C-diameter of the Normprincipal, *plus* values indicating larger dimensions, *minus* values, lesser dimensions; all applicable base values, however, chosen from the Normprincipal table.

⁴ Such values, from the table, are

- 0 HT = 153.44 mm. for C.
- + 1 HT = 160.24 mm. for C.
- + 2 HT = 167.32 mm. for C.
- + 3 HT = 174.74 mm. for C.
- + 4 HT = 182.48 mm. for C.
- + 5 HT = 190.56 mm. for C., etc.

⁵ Such values, from the table, are

- 0 HT = 153.44 mm. for C.
- 1 HT = 146.94 mm. for C.
- 2 HT = 140.70 mm. for C.
- 3 HT = 134.74 mm. for C.
- 4 HT = 129.02 mm. for C.
- 5 HT = 123.56 mm. for C., etc.

VARIANT RATIOS OF DIMINUTION

The octave ratio of diminution, having been established at $1:\sqrt[4]{8}$ for the Normprincipal, other octave ratios may be chosen to let the half measure fall earlier (faster ratio) or later (slower ratio) than on the 16th step (17th pipe). The following table shows the various octave ratios of diminution for halving on steps near the 16th.

OCTAVE RATIOS OF DIAMETERS⁶

Half measure on Step	Pipe	Octave Ratio Raw	Ratio Reduced	Alternative form
12	13	$1:2\frac{1}{2}_{12}$	1:2	1:2
13	14	$1:2\frac{1}{2}_{13}$	$1:2\frac{1}{13}$	$1:\sqrt[13]{2^{12}}$
14	15	$1:2\frac{1}{2}_{14}$	$1:2\frac{1}{17}$	$1:\sqrt[17]{64}$
15	16	$1:2\frac{1}{2}_{15}$	$1:2\frac{1}{5}$	$1:\sqrt[5]{16}$
16	17	$1:2\frac{1}{2}_{16}$	$1:2\frac{1}{4}$	$1:\sqrt[4]{8}$
17	18	$1:2\frac{1}{2}_{17}$	$1:2\frac{1}{17}$	$1:\sqrt[17]{2^{12}}$
18	19	$1:2\frac{1}{2}_{18}$	$1:2\frac{1}{3}$	$1:\sqrt[3]{4}$
19	20	$1:2\frac{1}{2}_{19}$	$1:2\frac{1}{19}$	$1:\sqrt[19]{2^{12}}$
20	21	$1:2\frac{1}{2}_{20}$	$1:2\frac{1}{5}$	$1:\sqrt[5]{8}$
21	22	$1:2\frac{1}{2}_{21}$	$1:2\frac{1}{7}$	$1:\sqrt[7]{16}$
22	23	$1:2\frac{1}{2}_{22}$	$1:2\frac{1}{11}$	$1:\sqrt[11]{64}$

TYPES OF SCALES

Any scale whose ratio of diminution, once chosen, does not vary throughout the compass of the voice is known as a constant scale. Of the constant scales,⁷ the following dispositions are possible:

1. *Static* constant scales, or those

⁶ It will be noted that if the octave ratio is expressed as an exponential function of 2, the half-measure of the series can be read directly from the fractional exponent in column 3: the numerator gives the serial number of the octave step, the denominator, the serial number of the step of the half-measure. Thus, in the octave ratio of $1:2\frac{1}{16}$ the numerator 12 in the exponent indicates that this is an octave ratio; the denominator 16, that the half-measure falls on the 16th step (17th pipe).

⁷ Herein referred to as Type A.

whose ratio of diminution maintains a consistent extensity.⁸ These are visually represented as $\equiv$.

2. *Increasing* constant scales, or those whose ratios of diminution are slower than for the static constant scales, and whose half-measures, therefore, fall later than on the 16th step.⁹ These are visually represented as $\rightrightarrows$.

3. *Decreasing* constant scales, or those whose ratios of diminution are faster than for the static constant scales, and whose half-measures, therefore, fall earlier than on the 16th step.¹⁰ These are visually represented as $\leftrightsquigarrow$.

CONSTANT SCALES

A sampling of the various possible cases in graph form will help to visualize the dispositions of constant scales, and their relation to the Normprincipal. The following cases will be presented:

Constant Scales (Type A)

- 1a. Static constant scale, enlarged base
- b. Static constant scale, diminished base
- 2a. Decreasing constant scale, normal base
- b. Increasing constant scale, normal base
- 3a. Decreasing constant scale, enlarged base
- b. Increasing constant scale, enlarged base
- 4a. Decreasing constant scale, enlarged base
- b. Increasing constant scale, diminished base

By introducing quantitative values

⁸ Octave ratios of the diameters is $1 : \sqrt[4]{8}$.

⁹ Octave ratios of the diameters may be $1 : \sqrt[17]{2^{17}}$, $1 : \sqrt[3]{4}$, $1 : \sqrt[13]{2^{13}}$, $1 : \sqrt[5]{8}$, $1 : \sqrt[11]{16}$, $1 : \sqrt[11]{64}$, etc.

¹⁰ Octave ratios of the diameters may be $1 : \sqrt[5]{16}$, $1 : \sqrt[7]{64}$, $1 : \sqrt[17]{2^{17}}$, $1:2$, etc.

for the base and ratio of diminution, we have the following disposition of the graphs to follow:

Case	Type Scale	Base	Ratio of diminution	Half Measure on Step Pipe	
1a.	$\equiv$	+ 4 HT	$1 : \sqrt[4]{8}$	16	17
b.	$\equiv$	- 4 HT	$1 : \sqrt[4]{8}$	16	17
2a.	$\rightrightarrows$	0 HT	$1 : \sqrt[5]{16}$	15	16
b.	$\rightrightarrows$	0 HT	$1 : \sqrt[17]{2^{17}}$	17	18
3a.	$\leftrightsquigarrow$	+ 4 HT	$1 : \sqrt[5]{16}$	15	16
b.	$\leftrightsquigarrow$	+ 4 HT	$1 : \sqrt[17]{2^{17}}$	17	18
4a.	$\leftrightsquigarrow$	+ 5 HT	$1 : \sqrt[7]{64}$	14	15
b.	$\leftrightsquigarrow$	- 5 HT	$1 : \sqrt[3]{4}$	18	19

(See graph, page 405)

The broken line represents the graphic course of the Normprincipal, introduced into the graph as a line of reference. Case 1a and 1b proceed parallel to it; this indicates that their ratios are the same as for the Normprincipal. Their relative positions higher or lower on the graph are a reflection of their variant bases, whether larger (higher) or smaller (lower). At any point in the course of scale 1a, the difference between it and the NP is equal to + 4 HT. At any point in the course of scale 1b, the difference between it and the NP is equal to - 4 HT. Sample readings, taken at various convenient steps reveal the constant relationship to the NP scale:

		at 0	16	32	48	64
1a.	$\equiv$ scale	+4	+4	+4	+4	+4
b.	$\equiv$ scale	-4	-4	-4	-4	-4

Both scales, 1a and 1b, retain throughout their compass a consistent extensity. Scale 1a is wider than NP, hence somewhat fuller throughout its compass; scale 1b is narrower than NP, hence somewhat keener throughout its compass.

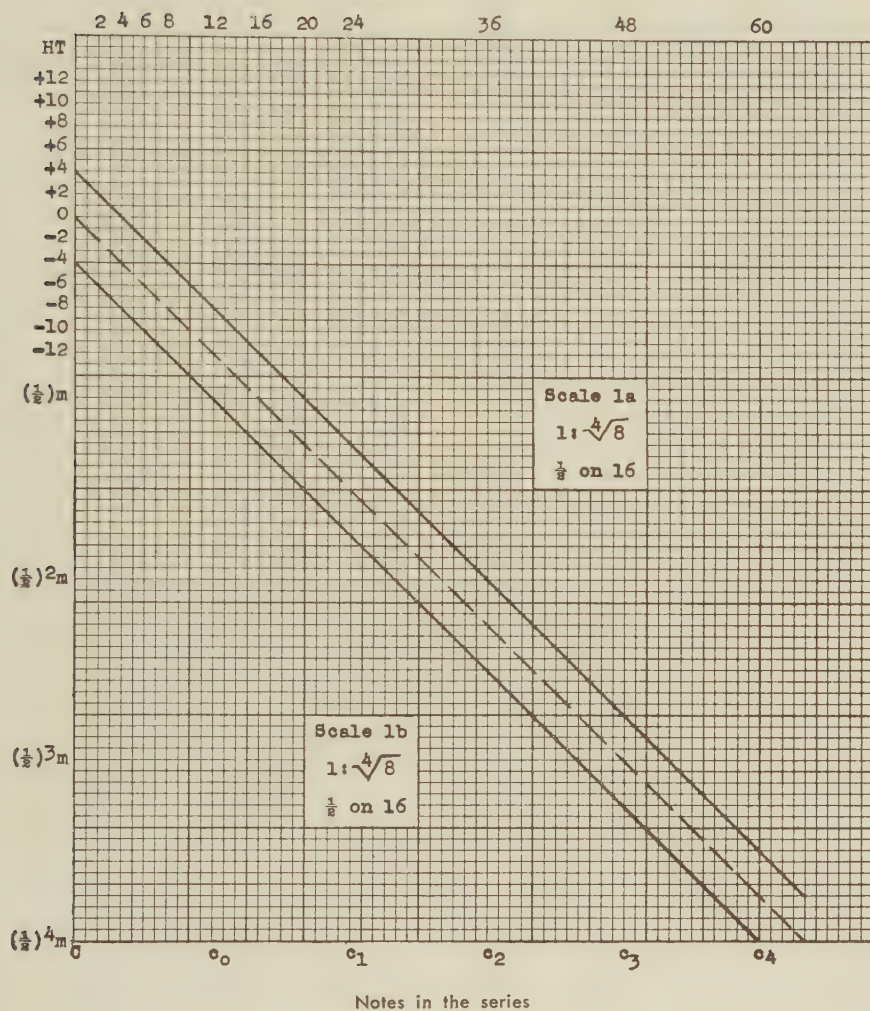
(To be continued)

A. CONSTANT SCALE

Case: 1a. _____

b. _____

Steps in the series



The Trumpet Shall Sound

DONALD K. TAEBEL *

A quiet revival is taking place. A fine tradition is being brought back to churches in many places. Once again the brilliant, noble, and clear voices of wind instruments are resounding in our churches after many years of silence. Music for brasses, for flutes, oboes, and clarinets; music for organ and instruments with choir and congregation participation is being written, discovered, edited, and most important of all, *used* in praising God as we worship Him in our sanctuaries.

No profound analysis of our musical traditions is required to know that instruments and voices have blended together in glorifying God since earliest Biblical times. Each musical period has made its own contribution to worshipful music. Today we find a strong interest in the music of the baroque—particularly in instrumental ensemble music. We Lutherans should be least surprised to discover this general interest, for we have always thought of the music of Bach and his times as being, so to speak, in our own backyard. The only surprise is that we, of all people, have not been instrumental in restoring the once proud tradition of wind instruments to the service of our church.

Churches of various denominations are cultivating and using instrumentalists of their own in worship services. Publishers not recognized for their interest in sacred music have of late put forth a supply of liturgically

acceptable music in greater quantity than in many years. College and school music departments are becoming ever more aware of the wealth of wind ensemble music.

So much for the revival. What to do now is the question. If for some reason you as church organist, choir director, or music director have not used instruments at all or only in a much limited way, then perhaps this article will help you get started. On the other hand, if you have often used instruments in the church service, what you will read next will be “shop-talk” between an instrumentalist and the music director.

Initially our problem is getting ready to take the plunge. The church music director modestly asserts, “I know next to nothing about instruments.” This may be true. It is also true that you know quite a bit about music and that, believe it or not, is what instruments are expected to play. Be assured that if you can tell your singers how to phrase, to sing in rhythm, to “hit” the right tones, or to stay on pitch, you can tell the same things to a trumpet player or anyone else. You need not know how to finger a clarinet to tell the player he is rushing the tempo; you need not know the positions of a trombone to tell the trombonist he is flattening the pitch. Already you know the *essentials* of music; don’t worry about the mechanics of each instrument.

* Teacher of music, Lutheran High School, Los Angeles, Calif.

Usually an instrumentalist learns all about the mechanics of his instrument in less than a year, but it may take him a lifetime to understand how to use it in a musical way. Your job as director is helping the player to understand the music, not his instrument.

Once the decision to go ahead and use the instruments has been made, another stumbling block needs to be overcome. Where are the players to be found? First, check your own congregation. Begin to keep a card file on prospective instrumentalists in your congregation. You will have to do a little detective work, for most likely the players will be too modest to come forward of their own accord. Once you locate one player, there are good chances that he will know of others who play. Follow each lead. This may take you outside your own church, but it will at the same time give you a larger pool of talent to draw upon. This in turn will mean greater latitude both in the kind of music you intend to use and on the level of difficulty. It would be a fortunate congregation if it had enough players to form a brass ensemble or just the right woodwind combination. In most cases you will have to rely on outside sources to augment the local group of players. Several sources may be considered, such as other nearby congregations, high school and college students, local music teachers.

If your colleague in a neighboring church has combed his congregation for players, perhaps between both of you enough players can be secured for a good ensemble. In my own ex-

perience this is the practice which has led to my playing in many different congregations.

The local music teachers, either in private practice or in affiliation with schools, are good contact people. They can help you locate the players you need and in some cases they may be willing to coach students in the selections you choose. It may even be possible to borrow a whole ensemble from a college for a special event. By all means take advantage of a Lutheran high school music department if such a school is in your area. It should be part of their program to assist the churches in such activities.

I have not brought up the knotty problem of using non-Lutheran musicians, because each music director will have to let his own conscience guide him here. There is plenty of precedent for using outsiders. Nonetheless, we need to constantly promote the training of instrumentalists from our own ranks so that our public worship is harmonious in both sound and spirit. If non-Lutherans are restricted to display pieces requiring advanced technical skill, then it would be better to use our own players even though they do nothing more than play a hymn with the organ. Of course, the caliber of the player you have at your disposal generally dictates the kind of music you will be able to use.

We are fortunate that today such a wide array of musical material is available. Publishers have produced music for almost any conceivable instrumental combination. Many have provided substitute parts to be used when local situations prohibit

the more usual combinations. With a little practice you can arrange a hymn or a Bach chorale for brasses by giving the trumpets the soprano and alto parts to play and the trombones or baritones the tenor and bass parts. There is also simple, well-arranged music for those who are less advanced in technical achievement.

Once these preliminary problems have been solved, the next job is rehearsing the group for performance. Here are some basic procedures to consider.

Give the players the music well in advance. This will avoid a last minute rush and reduce tension on the part of players during the performance.

Schedule enough rehearsals so that all involved are sure of what is expected of them.

Rehearse choir, organ, and instruments separately, then together.

Do not be afraid to criticize instrumentalists constructively. They are accustomed to it and expect it.

Remember that wind players, especially brass, have a limit of endurance which is ordinarily shorter than a singer's. Unbroken rehearsal will tire a player's lip so as to make further practice ineffectual. A single, lengthy rehearsal is a severe handicap for both players and director.

Get in proper physical condition before performing. All wind players need to warm up before playing. Time and place need to be considered for the warmup. The instrumentalist may be told to moisten the reed or to blow quietly through the instrument so that all is ready when the time comes.

Be sure that the players know the order of service before they play a composition. If a hymn precedes the selection, the players may be permitted to play along with the organ to warm up the lips, tongue, and fingers.

Tuning of the instruments should be done before the service after the players have warmed up. It is hoped that the music director will have keen pitch discrimination. The players cannot be relied on to do a satisfactory job of tuning unless they have considerable experience. First the player should produce his tone and stop; then the organ sounds the tuning tone. Do not reverse the order just mentioned, since the player will likely alter his tone to match the organ tone if it is played first.

It is common for wind players to tune to B flat if their experience has been in band, and to A if in the orchestra. Neither is altogether satisfactory for two reasons: (1) no instrument made is able to play every note in tune, and (2) each instrument has certain tones which are truer in pitch than the rest. For trombones and other low brasses one may use B flat and F; for trumpets and cornets, the same; for French horns, F and C; for flutes and oboes, C and G; for clarinets, B flat, F, and E flat are good. You see that at least two tones are used for proper tuning. In the end the result is a sort of compromise between the two tones. The rest is dependent on the player's skill in humoring certain tones, for no single tuning technique will assure over-all pitch accuracy. Although wind players know how to tune their instruments, it would be an added pre-

caution if the director checked their procedure. More than once it has happened that a player, confused by a new situation, pulled out his tuning slide even though he was told that he was flat. The same principle of physics applies to the wind instruments as to the organ—the longer the pipe, the lower the pitch.

One additional point is that transposing instruments such as trumpet, horn, and clarinet will be playing a different note from the organ even though the sound is identical. This business of transposition is no less confusing to the instrumentalist than it is to the music director. Which way to go, up or down? A simple rule is that when the instrument plays a C, the organ will play the tone in which the instrument is built, viz., B flat for clarinets and trumpets and F for horns. Once the notational difference is grasped, the same procedure can be applied to any other tone.

Conducting the wind ensemble requires understanding the player's problems. A point of contention between instrumental directors and choral conductors is the matter of strictness of tempo. It is the instrumentalist's common experience not only to see a firm, steady beat but also to feel it through the percussion. In performing with the organ, instrumentalists with such a background are inclined to feel a bit out of their element. The accompaniment should be strong and steady. Nothing is more nerve-shattering than for an instrumentalist to try playing against a shaky accompaniment. When the ensemble is directed by the choir director, the beat will have to be made

clearer than usual. While singers have the rhythm of the words to coordinate them and a more intimate feeling for expression, the instrumentalist has to convert abstract notation into musical expression. Possibly some exaggerated style will be necessary on the part of the director to get through to the instrumentalist. Much uncertainty can be removed simply by writing special rehearsal marks into the instrumentalist's music. Any changes in tempo, dynamics, breathing, or phrasing may be penciled in before rehearsals begin. This will later save considerable time and result in a more satisfying performance for the player and conductor. Before giving the signal for the attack, be sure that the players are ready; then proceed with a clear, decisive downbeat.

Balance among the players, organ, and choir needs to be carefully worked out during the rehearsal. Give consideration to the placement of the players for best audio effect and greatest visual contact. Have a discerning listener sit in the pew to check the organ registration and volume in contrast to the instruments and voices. Usually the instruments will be more noticeable in an empty church, and one will be tempted to raise the organ volume. It often happens when the church is filled that the sound of the instruments is more absorbed while the organ retains most of its volume.

Although the preparations for performance may seem unduly complicated, you will find that after a few trials there will be few new problems and the old ones won't be so bad any

more. On top of that you will have discovered a new, or should I say old, way of beautifying the service and of intensifying the worship experience of the congregation you serve.

SOURCES OF INFORMATION

BOOKS

- Cobbett, Walter W.
Cyclopedic Survey of Chamber Music
 Oxford University Press, New York
- Ehmann, Wilhelm
Tibillustrium, Das geistliche Blasen
 Formen und Reformen
 Bärenreiter-Verlag, Kassel und Basel
- Moore, Edgar
A Guide to Music in Worship
 Channel Press
 Great Neck, N. Y.

CATALOGS

- A Catalogue of Instrumental Solos and Chamber Music
 Associated Music Publishers, Inc.
- The Interlochen List of Recommended Materials for Instrumental Ensembles;
 Revised 1953
 National Music Camp
 Interlochen, Mich.
- Music for Brass
 Robert King Music Co.
- Peters Edition Catalogue of Chamber Music
 C. F. Peters Corp.

SELECTED COLLECTIONS OF SACRED MUSIC FOR DIFFERENT COMBINATIONS

- Bach, J. S.-Lake, Mayhew
 Sixteen Chorales for Various Groups of String and Wind Instruments
 G. Schirmer, Inc.
- Buchtel, L., arr.
 Sacred Ensemble — Easy
 4-Parts for Any Combination
 Neil A. Kjos Music Co.
- Buxtehude, D., arr. King, Robert
 Fanfare and Chorus from *Ihr lieben Christen, freut euch nun* — Difficult
 Four B $\flat$ Cornets, 2 Horns in F, Trombones, Baritone, and Tuba
 Robert King Music Co.
- Gillette and Yoder, arr.
 35 Famous Chorales — Medium
 4-Parts for Most Combinations
 Neil A. Kjos Music Co.

- King, Robert, arr.
 Reformation Chorales for Brass Choir — Medium
 Most Brass Combinations — in 4 parts
 Robert King Music Co.
- Laas, Bill, arr.
 50 Chorales for Band — Easy to Medium
 4-Parts for Any Combination
 Belwin, Inc.
- Whistler, and Hummel, arr.
 Chorale Classics — Easy
 4-Parts for Most Combinations
 Rubank, Inc.
- Wienhorst, Richard, arr.
 Choice Chorales and Hymns for Band
 4-Parts for Most Combinations
 Concordia Publishing House

SELECTED LIST OF MUSIC FOR ORGAN AND WIND INSTRUMENTS

- Bach, J. S.-Biggs, E. Power
 My Spirit Be Joyful — Difficult
 Two C Trumpets and Organ
 Mercury Music Corp.
- Bach, J. S.
 Now Thank We All Our God — Medium
 Organ and Trumpet in C
 Mercury Music Corp.
- Bach, J. S.-Biggs, E. Power
 Three Wedding Chorales
 Organ and 2 Trumpets
 Associated Music Publ.
- Bach, J. S.-Biggs, E. Power
 Two Christmas Chorales and Doxology
 Organ and 2 Trumpets
 Associated Music Publ.
- Bach, J. S.-Biggs, E. Power
 Two Fanfares and Chorale
 Organ, 3 Trumpets, and Timpani
 Associated Music Publ.
- Karg-Elert, King, Robert, arr.
 Nun Danket Alle Gott — Medium Difficult
 Three B $\flat$ Trumpets and Organ
 Robert King Music Co.
- Kauffmann, Georg Friedrich-Gore,
 Richard T.
 Six Chorales from "Harmonische Seelenlust" for Organ and Oboe or Trumpet
 Concordia Publishing House
- Krebs, Johann
 Eight Chorale Preludes — Medium
 Solo Trumpet (Oboe ad lib.) and Organ
 Mercury Music Corp.
- Purcell, Henry-Biggs, E. Power
 Ceremonial Music for Organ with Optional Trumpets — Medium to Difficult

Rohlig, Harald

A Little Shepherd Music
Flute or Recorder and Organ
Concordia Publishing House

Rohlig, Harald

Eight Intradas and Chorales
Organ and Trumpet
Concordia Publishing House

SELECTED LIST OF MUSIC FOR CHOIR,
ORGAN, AND BRASS INSTRUMENTS

Bender, Jan

Psalm 150
5 Part Mixed Chorus and Brass Choir Acc.
Concordia Publishing House

Bunjes, Paul J.

A Mighty Fortress Is Our God
A Chorale Concertato for Choir, Congre-
gation, Organ, and 3 Trumpets
Concordia Publishing House

Bunjes, Paul J.

I Know that My Redeemer Lives —
Medium
B $\flat$ Trumpet, Organ, Choir, and Congre-
gation
Concordia Publishing House

Bunjes, Paul J.

Praise to the Lord, the Almighty, the
King of Creation
A Chorale Concertato for Choir, Congre-
gation, Organ, and Trumpet
Concordia Publishing House

Rohlig, Harald

Praise to the Lord, the Almighty, the
King of Creation
A Chorale Concertato for Choir, Congre-
gation, Organ, Trumpet, and Flute
Concordia Publishing House

PUBLISHERS

Associated Music Publishers
One West 47th St.
New York 36, N. Y.

Baerenreiter Music Publishers, Inc.
250 West 57 St.
New York 19, N. Y.

Belwin, Incorporated
Rockville Centre, L. I., N. Y.

Concordia Publishing House
3558 S. Jefferson Ave.
St. Louis 18, Mo.

Robert King Music Co.
7 Canton St.
North Easton, Mass.

Neil A. Kjos Music Co.
525 Busse Highway
Park Ridge, Ill.

Mercury Music Corporation
Sole Agents: Theodore Presser Co.
Bryn Mawr, Pa.

Oxford University Press
16-00 Pollitt Drive
Fair Lawn, N. J.

C. F. Peters Corp.
373 Fourth Ave.
New York 16, N. Y.

Rubank, Incorporated
5544 West Armstrong Ave.
Chicago 30, Ill.

Those wishing a more complete listing
may receive one by sending to the author
at Lutheran High School, 2941 W. 70th St.,
Los Angeles 43, Calif. Please include a
stamped, self-addressed envelope.

Plainchant is common property of all branches of Christendom. Its history and development extend back into Old Testament times. Plainchant thus becomes a symbol of the unbroken continuity of the Holy Christian Church from the remote centuries of the Old Covenant into all eras of the New. We thus find in plainchant unmistakable traces of the music of ancient Israel, God's chosen people, from whose very midst came Jesus Christ, the promised Messiah. But more. Plainchant includes elements of the music of the ancient Greeks. We thus find in plainchant also traces of the music of a highly cultured though pagan people to whom, in the fullness of time, the Messiah came as the Savior of the Gentiles and of all nations and kindreds and people and tongues. Plainchant therefore became a symbol also of the universal character of the Christian church and of her glorious message of grace and salvation which she as agent of God's Holy Spirit dispenses to all the world.

Walter E. Buszin in "Foreword," *The Church Modes: Modes I—V*,
Opus 82 by Camil Van Hulse, Organ and Hammond Registration,
Part I (St. Louis, Mo.: Concordia Publishing House, 1959, \$3.00).

LUTHERAN EDUCATION ASSOCIATION

News of the workings of the LEA, an association of Lutheran educators devoted to the advancement of Christian education through:

LEADERSHIP

SERVICE

PROMOTION

RESEARCH

1960 CONVENTION

Each year the group is growing. Which group? Those who realize that the LEA-NLPTL convention is an event that should not be missed. Last year's sessions at Valpo were well attended and certainly inspiring. 1960 appears to have brought with it a convention program that is even better, if that is possible.

The date: July 31, Aug. 1 and 2

The place: Concordia College, Milwaukee, Wis.

The theme: "Equip the Saints"

The program committee wants you to be better equipped in preparing the saints for their life and work and hopes through the program to add the stimulus and inspiration so necessary both for you and for those whom you influence.

There is a series of four combined sessions which both the LEA and the NLPTL will attend. The first is the opening session on Sunday evening, with President Martin Koehneke of River Forest delivering the keynote address. Our theme will be his topic.

The second is the open forum, on Monday morning, led by Miss Dorothy Mundt, casework director of the Lutheran Child Welfare Association, Addison, Ill. Her topic will be "Home Equipment of the Saints."

President Walter Stuenkel of our Concordia in Milwaukee will MC the

banquet on Monday evening. The featured speaker will be Dr. Oswald Hoffmann of the Lutheran Hour.

The last session on Tuesday afternoon will find Rev. Armin Oldsen of Fort Wayne and Leonard Dierker, Superintendent of the Western District, discussing "Offensive Literature."

The LEA sessions will hear Dr. Oliver Graebner reporting on his work in connection with our 1960 yearbook, *A Child's Concept of God*. On Monday afternoon you will have a choice of attending two or three workshops, running concurrently, each of which will be repeated.

1. Mathematics in Elementary Schools — Dr. E. H. Hildebrandt of Northwestern University.
2. Foreign Languages in Elementary Schools — Aaron Kopf of Our Savior Lutheran School, Kansas City, Kans.
3. Creative Writing in Elementary Schools — Miss Elfrieda Miller, Grace Lutheran School, River Forest, Ill.

On Tuesday morning you will hear two presentations: "Mental Health in Christian Education" by Dr. James Alexander, a practicing psychoanalyst who is a member of St. John Lutheran Church, Forest Park, Ill., and "Pupil-Teacher Relationships" by Prof.

Ralph Reinke of Concordia, River Forest.

The facilities of this fine campus, including the swimming pool, will be at your disposal. Now is the time to make plans to attend. More and more congregations and PTLs have been paying the expenses not only for the PTL delegates but also for LEA members in attendance. Why not try getting some support for yourself? Where else can you get such an experience at such a low cost? Will we see you?

NUMBER SEVEN

Following the series of articles in this column dealing with the individual objectives of the LEA, an important one comes up for consideration this month. Objective No. 7 states that the LEA shall engage in educational research. When the LEA was first organized, this objective was given specific emphasis by the appointment of a research committee. As time went by, this duty fell to the Editorial Committee, which is in charge of producing materials for publication.

A survey of past publications reveals that the LEA has probably done more to promote research than it itself actually engaged in. Many yearbooks and monographs were the direct result of research. The 1960 and 1961 yearbooks, *A Child's Concept of God* and *Parish Activities of Lutheran Teachers* are definitely in that category.

Probably the most cogent reason why more research has not been done is cost. The LEA has barely been able to maintain economic stability, although merely publishing materials that have been produced free of charge or at minimal costs by the authors and editors. A grant from Synod's Committee on Scholarly Research permitted production of the 1960 yearbook. Once again we have a research fund, and we are anticipating and encouraging special grants. The Northern Indiana Teachers' Conference has made the first donation of \$200. May we suggest that you as an influential leader in your conference encourage putting some of that dormant treasury money to work for a worthy cause. Only with such special help will the LEA be enabled to produce what will serve you best. With the existence of such a fund, aid to individuals doing research to be sponsored and published by the LEA is entirely possible. First get us the cash; then we will help in the research.

Our schools and educational program with their nearly unfettered autonomy could be a veritable hotbed of all sorts of research projects. So we ask two things: (1) Help us work up an operating research fund, and (2) let us know what research you are planning, carrying on, or desiring. Then you are truly supporting the research program of the LEA.

R. H. S.

"Americanism," said Glenn Frank in *Chicago Schools Journal*, "implies loyalty to the Founding Fathers, but the highest loyalty consists in meeting the issues of our generation with the same intelligence and sense of responsibility with which they met the issues of their generation."

Current Books and Periodicals

The editorial group does not propose to abstract or review, but merely to supply descriptive notes which will aid teachers in selecting materials to meet their particular problems, needs, and interests.

Listing of a title does not constitute unqualified endorsement.

The prices listed are the current list prices.

BOOKS

THE PARABLES OF JESUS. By Francis L. Filas, S. J. New York: The Macmillan Company, 1959. x+172 pages. \$3.75.

The teacher of the New Testament will welcome this little book by an associate professor at Loyola University in Chicago. Besides being well written, it offers a thought-provoking understanding of 70 parables and parabolic sayings of our Lord.

Father Filas is careful to observe sound principles of interpretation, particularly as these apply to the parables, and in quick and clear strokes he makes the essential point of each parable stand out for ready identification. Cultural and sociological details are given brief, helpful explanations.

The Lutheran teacher will not agree with every line of the volume. As a rule, however, the Roman emphasis is obvious, as in the praise of celibacy (p. 17), the reference to the Sacred Heart of Jesus (p. 35), the confusion of faith and works (pp. 35, 36), and the failure to recognize the grace of God in the parable of the laborers in the vineyard (pp. 92—97). The most conspicuous instance is the treatment of the way to eternal life, where these words appear: "The entrance is narrow in the sense Jesus means: self-renunciation is necessary. One's entrance depends upon one's will to accomplish it" (p. 112). "He told His listeners in so many words that *their salvation depended on themselves*, though in co-operation with God's grace" (p. 113). "The way to save one's soul requires self-renunciation as a necessary means to an end" (p. 115).

The text of the parables and other New Testament quotations is that of a modern Catholic translation.

DANIEL E. POELLOT

THE TEACHING OF SPEAKING AND LISTENING IN THE ELEMENTARY SCHOOL. By Wilbert Pronovost. New York: Longmans, Green and Co., 1959. 338 pages. \$4.50.

It is not necessary to add another subject to the already crowded school day to help children develop the necessary skills of oral and aural communication. Within the existing curriculum there are ample opportunities to provide speaking and listening experiences which can be organized into a developmental program. Such a program could be adequate in spite of the increasing emphasis upon this area of instruction and its apparent importance in the living and learning process. Upon this point of view the author has built his book.

He has provided the classroom teacher with a practical guide to be used in integrating listening and speaking experiences with the basic curricular material. Though offering only a minimum of theory and research, the author has carefully organized the problems, areas, and objectives of good listening and good speaking and has suggested ways in which good practices can be brought about. The illustrative lessons are of great variety in content and grade level, with just enough suggestions to stimulate the classroom teacher to indulge in further creative planning.

Since the many illustrative lessons are recorded in "lesson plan" form, with conversational pupil responses included, they could be particularly valuable to the beginning teacher or the student of education. We might add that this constant treatment might prove a bit trite to the seasoned teacher.

Each lesson is preceded by a brief discussion of the theory covering the specific

area to be taught—objectives are clearly defined and a wealth of material for enrichment is listed. An excellent suggestion for even the most proficient teachers is the constant reminder to *evaluate* each lesson at its conclusion.

Special attention is given to problems and techniques in providing for individual differences, both in the general material and in a special chapter dealing with speech-handicapped and hearing-handicapped children. Provisions for gifted children are readily identified, and enrichment possibilities in the area of dramatic activity and literary materials are found in generous measure.

We recommend the book especially for faculty consideration in schools which must operate without the services of speech therapists, clinics, dramatic coaches, and other specialists that large school systems can employ. This is particularly true of the chapters devoted to Voice, Articulation, Oral Reading, and Choral Speaking.

MILTON MARTEN

THE AMERICAN SECONDARY SCHOOL IN ACTION. By Philip W. Perlew. Boston: Allyn and Bacon, Inc., 1959. 351 pages. \$5.50.

The author states that this book is written upon the premise that the arts of the skillful secondary school teacher can be learned. The emphasis throughout the book is on action. Suggestions for student activities, most of which are to be carried out in secondary schools, are placed at the end of each chapter.

After an introduction to the secondary school and some of its personnel the book presents, in chapter 2, a picture of the adolescent in modern America. The next five chapters deal with the work of the teacher within the secondary school, including planning, methods, curriculum, guidance, and evaluation. Chapters 8, 9, and 10 relate the history of secondary schools in the United States and the philosophy and sociology of the schools. In the last chapter there is a look at the secondary school teacher as an individual.

The book could very well be used as a text for a course in "The Secondary

School Teacher" or as a reference book. Every secondary school teacher, experienced or inexperienced, will find the book stimulating and helpful. FRED G. MEYER

THE AMERICAN HIGH SCHOOL TODAY: A FIRST REPORT TO INTERESTED CITIZENS. By James Bryant Conant. New York: McGraw-Hill Book Co., Inc., 1959. xiii+140 pages. Paper. \$1.00.

Conant's contributions to American education may easily outweigh his contributions to science or diplomacy. In a short, readable, significant report he describes the characteristics of American education and the comprehensive high school as one of its unique features. He adds recommendations for improving public education. Lutheran educators must know this book. Since, in the words of John Gardner, the comprehensive high school is responsible "for providing good and appropriate education, both academic and vocational, for all young people within a democratic environment which the American people believe serves the principles they cherish," the guides of these young people, too, will want to know about these schools. CARL S. MEYER

CHRISTIAN MARRIAGE TODAY: A COMPARISON OF ROMAN CATHOLIC AND PROTESTANT VIEWS. By Mario Colacci. Minneapolis: Augsburg Publishing House, 1958. 182 pages. \$3.50.

This book presents a comparison of Roman Catholic and Protestant views on marriage. The first part offers a comprehensive overview of "Roman Catholic Teaching on Marriage." The second part presents the "Protestant Teaching on Marriage." Part III discusses the problems arising from "Mixed Marriages Between Persons of Different Religious Confessions." The fourth part compares the "Basic Theological Differences Between Roman Catholicism and Evangelical Protestantism."

The author was born in Italy. He is a former scholar and teacher in the Roman Catholic Church who has become an ordained pastor in the Lutheran Church (not Missouri Synod). He is at present associate

professor of New Testament Greek and Latin at Augsburg College and Theological Seminary, Minneapolis, Minn.

Here is a careful and scholarly study of real issues which today confront especially young people who are facing the possibility to enter upon marriage across Roman Catholic-Protestant lines. The book will also prove to be a guide for those who see the possibility of securing a mate from a religious group other than their own or from among those without any church affiliation.

The well-documented presentation is evidence of the author's extensive research and scholarly approach. The book may be highly recommended to pastors as a valuable source for counseling and to our young people of marriageable age. It should by all means be a reference book in courses dealing with marriage and family life and being offered at our colleges and seminaries.

THEO. KUEHNERT

GETTING DOWN TO CASES. By Robert L. Brackenbury. New York: G. P. Putnam's Sons, 1959. 222 pages. Glossary. \$4.00.

This book is an attempt to substitute an "inductive" for a "deductive" approach to the study of educational philosophy. Mr. Brackenbury is disturbed by the failure of the typical educational philosophy course to get down to earth from its lofty consideration of principles, concepts, and beliefs. This book proposes to start on the earth with "case history type" examples and to move upward to principles and beliefs underlying the types of solutions employed in the various cases. He treats eight kinds of problems, offering in each, except the last, three or four kinds of solutions which might be tried and then comments about the grounds underlying the different proposed solutions.

One of the unfortunate characteristics of the book is Mr. Brackenbury's attempt to identify each way of problem solving with a particular educational "ism." It doesn't work. He knows it doesn't work. I think he even suspects that his inductive method is no more successful in reaching up to educational philosophy than the deductive

method has been successful in reaching down to "cases."

The book would have fared much better if the author had been content to leave out all the isms of the book. They tend to clutter up the situation and, I suspect, to get the reader more concerned with ism-identification than solving the problems of educating the young. The book sets forth some important problems which need thought, notably the problems of conflicting values, the gifted, and academic freedom. In this reviewer's opinion the book, shorn of its education philosophy jargon, would make an interesting text in a course concerned with the ethics of the teaching profession.

WILLIAM LEHMANN

RECEIVING THE FIVE-YEAR-OLD. Greenwich, Connecticut: Seabury Press, 1956. \$3.95.

Receiving the Five-Year-Old is a Kindergarten Teachers' Kit illustrated by Alice Golden and the Flannelboard Section by Dellwyn Cunningham. It is the Seabury Series prepared for Christian education in parishes and missions by the National Council of the Protestant Episcopal Church in the United States of America at the direction of the General Convention, Rev. David R. Hunter, Ed. D., Director, Department of Christian Education, and the Rev. Wm. Sydnor, M. A., Executive Secretary, Division of Curriculum Development, editors.

This Seabury Series Manual brings the results of several years of experimentation in actual classes in parishes and missions differing widely in size, neighborhood, cultural background, and churchmanship.

The manual discusses what five-year-olds are like, the course and the teacher, family interests, exploring the familiar world, and toward awareness of self and others. In addition to this it has appendix I of Books for Records and Observations; appendix II, Teacher's Plans and Notes; and appendix III, Two Observers' Reports and an excellent bibliography. The book is illustrated with the structure of the course in a circle chart "Sunday by Sunday with Five-Year-Olds."

In addition to this the contents are enlivened with illustrated drawings of the ideal room, games, creative work, and helpful materials.

Although the manual has elements of compactness, of all-embracing content, yet a more direct approach to the Bible stories is absolutely necessary.

Also the Bible stories with the simple Gospel truths of sin and grace are truly

most essential also for the five-year-old. The heart and center of the circle chart "Sunday by Sunday with the Five-Year-Olds" should have "Christ and His Redeeming Love." Secular stories and illustrations make excellent motivations and aid to make concrete applications — yet the Bible stories need to be simple and direct from the Bible.

MARTHA MAEHR

GOVERNMENT DOCUMENTS OF SPECIAL INTEREST

TEACHERS OF CHILDREN WHO ARE PARTIALLY SEEING. 71 pages, il. (1956), \$.30.

Educators have been rather slow in recognizing that partially seeing children need special educational provisions. Since partially seeing children use their eyes as an important channel to learning, they should not be educated as blind children; and since their vision is too limited to use many of the regular classroom aids, they cannot be educated as normally seeing children. This bulletin answers the question, "What should be required of the teacher of partially seeing children?" Catalog No. FS 5.3:956/4.

TEACHERS OF CHILDREN WHO ARE SOCIALLY AND EMOTIONALLY MAL-ADJUSTED. 92 pages (1957), \$.45.

This bulletin is a timely one in view of the nationwide interest in children who have serious social and emotional problems. The school has a rich opportunity to find and assist boys and girls who are emotionally disturbed or who have persistent social problems, including those children who are already branded by society as "delinquent." It is hoped that the information presented in this bulletin will bring about an improved understanding of the competencies that contribute to successful teaching of socially maladjusted children and youth. Catalog No. FS 5.3:957/11.

KNOW YOUR SCHOOL LAW. 30 pages (1958), \$.20.

Designed to encourage and assist those who seek to improve our school systems through the improvement of school laws. Includes an annotated bibliography of legal research studies bearing upon important areas of education. Catalog No. FS 5.3:958/8.

NOTE: The above may be secured from the U. S. Government Printing Office, Washington 25, D. C.

A FEW FACTS

— The 1960 Census will show that the United States has a population of about 180 million.

— The population of our country is increasing 1.7 per cent annually. The rate in Canada is 2.7 per cent.

— The birth rate has exceeded 4 million for each of the last six years.

— In 1959 births exceeded deaths by 2,660,000. There were 1,660,000 deaths in that year.

— The two fastest-growing states are Florida and California.

— Since 1950 California has added 4,300,000 inhabitants. This represents one of every six persons added to our country's population.

— Three states lost population since 1950. They are Arkansas, Vermont, and West Virginia.

Books for Children and Teen-Agers

Averill, Esther. JENNY'S BEDSIDE BOOK. Harper & Brothers, 1959. 32 pp.

Grades K-1; Ages 4-7 \$2.50

This is a picture book particularly suited for bedside reading to young convalescents. Jenny Linsky, the little black cat, heroine of a number of previous books, is recovering from a bout with the flu. The story concerns some of her Cat Club friends who call the first day she is allowed to have visitors. They try to entertain Jenny with stories and the retelling of happy shared adventures while they wait for the coming of the Sand Cat. Jenny does not know who the Sand Cat is. Many little listeners will not know either until he appears. Then they, like Jenny, will not be able to resist him.

Bruckner, Karl. THE GOLDEN PHARAOH; illus. by Hans Thomas. Pantheon, 1959. 191 pp.

Grades 6-9; Ages 11-14 \$3.00

A book of special appeal to readers interested in archaeology and ancient history. It begins with an imaginative reconstruction of an Egyptian tomb robbery that took place thousands of years ago. After carrying away part of its treasure, the robbers sealed up the tomb again and left it to be covered by the sands of the desert and forgotten. It was not until 1922 that Howard Carter and his men, working furiously on borrowed time and borrowed money, hit something hard with a shovel and rediscovered King Tutankhamen's tomb, its stupendous treasures still intact. This momentous discovery forms the climax of a dramatically written story. In a factual exposition fictionalized only as to details and conversation, the latter half describes the finding of the Rosetta Stone by Napoleon's army, Champollion's work with hieroglyphics, and other events making Carter's final discovery possible. The style of the book is a bit stiff, probably because it is translated from the German, but the material is clearly presented and the precise illustrations, stylized after Egyptian art, are very appropriate.

Archeology — Fiction || Egypt — History

Constant, Alberta Wilson. MISS CHARITY COMES TO STAY; illus. by Louis Darling. Crowell, 1959. 250 pp.

Grades 5-9; Ages 10-14 \$3.00

A child's-eye view of the run of 1893 which opened the Cherokee Strip in Oklahoma begins this vigorous and amusing story, "written" by Betsy, its 12-year-old heroine. Betsy is the youngest of a family of five and the most determined to love the wind-swept, hard-bitten, miserly land that is to become their new home. She also loves their one-room soddy and even more Miss Charity, the new school teacher who comes to stay with them, but in her fierce desire to keep things just as they are Betsy gets herself into trouble. More than just a story, the book is really a valuable description of pioneer life on the plains and the grit and determination of people pitted against nature to eke out a living at a time when nature wasn't too willing to provide one. Mischievous, lovable, thoroughly lifelike Betsy sees the courage of her family and neighbors as they join in the fight for existence, sharing with one another what little they have. Impressed by the worth of human friendship, she becomes a wiser and more understanding person. The illustrations have the same type of charm as the story.

Frontier and pioneer life — Fiction

Fisher, Dorothy Canfield. AND LONG REMEMBER; illus. by Ezra Jack Keats. Whittlesey House, 1959. 118 pp.

Grades 7-8; Ages 12-13 \$3.50

The author presents true stories of American people who have given us all reason to feel proud that we too are Americans. History becomes a living record, not just names, dates, and places. Her belief that a noble act or word has life in it and must not be allowed to die is admirably expressed. Many great Americans strengthened and inspired her. Her final illness caused the number here presented to be limited to 13. From each life she had

chosen great moments or words which are a living testament for future generations because of the heroes' courage or idealism. The author felt strongly that, "knowing the best of the past, you can face the future resolute and unafraid." There are selections on Thomas Jefferson, whom she ranks second only to Abe Lincoln as our greatest President; of George Washington, who considered himself "a citizen of the great republic of humanity at large"; of Benjamin Franklin, who wanted "He led a useful life" as his only epitaph. It was the author's fondest hope that the memory of these great words and deeds will blaze out like a line of beacons for young Americans today.

920 Citizenship

Hader, Berta and Elmer. **REINDEER TRAIL**; illus. by authors. Macmillan, 1959. 46 pp.

Grades 1-4; Ages 6-10 **\$3.25**

Many beautiful color pictures help tell an unusual tale of unselfishness. The heart-warming events of the story are based on a true situation which existed near the end of the 19th century. The Eskimos had for many years secured a good living from Alaskan waters. But foreigners had killed off much of the food supply, and the Eskimos were in danger of starvation. Help came from reindeer herders of Lapland. Not only were they willing to sell their reindeer to the U. S. Government, but they accompanied the reindeer to Alaska. Their trip involved braving a whirling snow-storm, an ocean voyage, and a train trip across America. The Eskimos were trained to care for the reindeer and thus remove their famine problem by using the animals' milk and meat. No longer would little Ahlook have to go to bed hungry. His kind new friends did not return to Lapland, as many of the Lappish people did. Little Leif and Ingri, with their parents, remained in America's land of the mid-night sun.

Hahn, Emily. **AROUND THE WORLD WITH NELLIE BLY**; illus. by B. Holmes. Houghton Mifflin, 1959. 181 pp.

Grades 6-8; Ages 11-13 **\$1.95**

This is the exciting story of one of America's earliest and best girl reporters. Nellie Bly

was the pen name used by Elizabeth Cochrane, a young Pennsylvania girl who wanted to enter the field of journalism as a reporter. She stirred up a storm with her exposés of conditions in the slums, sweatshops, and insane asylums. Her most outstanding newspaper stunt was her trip around the world in an effort to beat the time of Phileas Fogg, fictional hero of Verne's *Around the World in Eighty Days*. She outraced him by eight days and was greeted in America as a heroine with parades, brass bands, and speeches.

921 Cochrane, Elizabeth (Nellie Bly, pseud.) || Journalism

Hark, Mildred and McQueen, Noel, **A HOME FOR PENNY**; illus. by Arnold Spilka. Franklin Watts, 1959. 202 pp.

Grades 4-7; Ages 9-12

\$2.95

This is a warm, human story of a spirited, self-reliant little girl named Penny. Penny, an orphan, stays at a children's home. She doesn't really live there as she is looking for a family to adopt her. This is a very special year in Penny's life, when Taffy, the new cat, and Joe, the new boy, come. And more than ever before Penny longs to be adopted. Children will share Penny's fun, hope, disappointment, and finally the joy and contentment when in a most surprising way she finds a home, right there where she's been living — the children's home.

Orphans — Fiction

McKay, Ruth. **THEY SANG A NEW SONG**; illus. by Gordon Laite. Abingdon, 1959. 128 pp.

Grades 4-8; Ages 9-13 **\$3.50**

Each hymn introduced in this book is one that represents a life or a time in history particularly well. Each story, therefore, is more than a hymnist's biography or the story of how one song came to be written. Brief background paragraphs, set off by different type, precede the stories. The hymns themselves are given simplified music arrangements which children can play. The stories will help children to a better understanding of the hymns they sing. *The Lutheran Hymnal* includes 10 of these 20 hymns and uses melodies of an additional five.

245 Hymns

Pine, Tillie S. and Levine, Joseph. **WATER ALL AROUND**; illus. by Bernice Myers. Whittlesey, 1959. 48 pp.

Grades 2-4; Ages 7-9 \$2.50

Rain, rivers, a faucet flow — these are well-known sources of water. But what of hidden water, water evaporated or turned to ice, water in food, plants, the air? The discovery of all kinds of water in all kinds of forms is made easy through this book, which uses a simple text, bright, clear illustrations, and suggestions for easy experiments and observations. A good addition to primary science collection.

551 Water

Rendina, Laura Cooper. **TRUDI**. Little, Brown, 1959. 230 pp.

Grades 7-9; Ages 12-14 \$3.00

A book about a magic summer in one girl's life and the transition of a group of friends from childhood games to the more serious side of friendship — romance. Trudi is the girl, and the summer is magic for her because she approaches the changes in herself and her friends with maturity, finds a real romance, and is both levelheaded and as elevated by it as any real girl would be. But her happiness is shattered when she learns that her parents are getting a divorce, as the father she never really understood rejects both her and her mother. With insight and forbearance these three resolve their problems and grow together as a family again. Trudi's reactions are realistic, and the characterization is above average for this type of story.

Romance — Fiction

Sasek, M. **THIS IS LONDON**; illus. by author. Macmillan, 1959. 60 pp.

Grades 4-6; Ages 9-12 \$3.00

Be sure to take your umbrella as you follow the author's painting of his impressions of London. With rare good humor he leads you through the first page of a dense fog to view the largest city in the world. Not only is London revealed in all its tradition and ceremony, but the modern style pictures bring it to life. The city is portrayed in its stuffer aspects as well as in its lighter moods. The paintings of many spots of historic significance are done in

such a manner that they are informative to all age groups. Seeing London through this famous painter's eyes leaves the reader with the feeling that he has truly seen London.

London — Stories

Shannon, Terry. **A TRIP TO PARIS**; illus. by Charles Payzant. Childrens Press, 1959. 32 pp. Grades 3 up; Ages 8 up \$2.50

This book is admirably suited to the painless introduction of a second language. The story in English tells of a plane trip from America to Paris. On each page are some words or phrases that one should know in order to get around in Paris. The accompanying pronunciation makes it of great value. Just to give one example, Peter and Ann are led into a dining room. The story in English tells one so, and the colorful illustration appropriately shows a headwaiter with his *carte de jour*. The headwaiter is called *le maitre d'hotel*, pronounced "luh meh-truh doh-tel." The entire book is gay entertainment while teaching. About 150 words are used in this pleasant manner of acquainting children with easy beginning French. Children who are guided on this trip to Paris will feel that the trip was fun as well as rewarding.

448 French language || Paris — Stories

Steele, William O. **THE FAR FRONTIER**; illus. by Paul Galdone. Harcourt, 1959. 185 pp.

Grades 5-7; Ages 10-12 \$2.95

Young Tobias was very much upset when his father bound him out to Mr. Twistletree, the naturalist from Philadelphia. Mr. Twistletree was an odd-looking individual — skinny and twisted and dried up — and he did eccentric things, such as lying on his stomach behind a cowshed and studying ants. Together the naturalist and his apprentice went into the Tennessee wilderness, deep into hostile Chickamauga territory. Gradually Toby learned to respect and admire Mr. Twistletree and to understand the importance of book learning. Mr. Steele writes vividly of a little-known period in history — 1791 — when Tennessee existed as the Territory South of the Ohio River.

Frontier and pioneer life — Fiction || U. S. History — Colonial Period

Steiner, Charlotte. **BOBBY FOLLOWS THE BUTTERFLY**; illus. by author. Macmillan, 1959. 32 pp.

Grades K-2; Ages 5-7 \$2.50

Bobby had a butterfly on the bottom of his cereal bowl. One morning a butterfly fluttered outside his window. Was it the same one? Bobby tried to catch it and was led on a happy hunt, during which he discovered many new and intriguing creatures. A brief story with excellent and charming illustrations that will hold a young child's interest and give him much pleasure.

Sutcliff, Rosemary. **THE LANTERN BEARERS**; illus. by Charles Keeping. Henry Z. Walck, 1959. 252 pp.

Grades 7-11; Ages 12-16 \$3.50

The Saxons kill his father, destroy his home, carry off his sister, and leave Aquila tied to a tree for the wolves to kill. Another band of Saxons rescues him into slavery, and thus begins the throbbing story of Roman Aquila, his escape and blind search for revenge against the Saxons and his part in the great battle to keep Britain free from the Saxon yoke. A most intriguing story, this one is part of an entire series written by the author covering the time when Britain belonged to Rome until the Barbarians defeated that city, leaving Britain prey to invaders. It is a highly descriptive story rich in visual imagery and intense human feeling. Written for mature readers it is valuable for its own sake as a good story, in spite of a few too many coincidences, and for its historical worth, as it ends at a time when the Britons are victorious but know that the Saxons will not be held off forever. The unusual illustrations, for once not overidealized, are both decorative and expressive, and the characterization is sharply defined.

Gr. Brit.—Hist.—Anglo-Saxon period—Fiction

Turngren, Annette. **FLAXEN BRAIDS**; illus. by Polly Jackson. Prentice, 1959. 197 pp.

Grades 4-7; Ages 9-12 \$2.95

The Dahlgren family, with belongings piled high on a new green cart, set off on a long eventful journey to find a new home in northern Sweden. Along the way there was a whole summer of work and fun. Life in the mountains and later at the sawmills

farther north, brought Kristin (little Flaxen Braids) and her family more new friends and adventures. This story of family life in Sweden almost a century ago is told with warmth and charm, and beautifully describes many Swedish customs. With appealing new illustrations this revised edition once again makes available a book which has delighted boys and girls for many years.

Sweden — Fiction

Waite, Helen Elmira. **VALIANT COMPANIONS: HELEN KELLER AND ANNE SULLIVAN MACY**. Macrae Smith, 1959. 224 pp.

Grades 7-11; Ages 12-16 \$2.95

A biography of Helen Keller and Anne Sullivan Macy that deserves special credit for its thorough coverage and the careful research it is based upon. The author gained much of her material from correspondence between Helen and Anne that has recently been released from the files of Perkins School for the Blind; with such a wealth of material at her command she pulls no punches. The reader sees vividly the uncertain impoverished Anne, almost blind herself, and the six-year-old child that confronts her, deaf, blind, spoiled, confused, but bright and lovable. With little but sheer determination the pioneering Anne sets out to teach this child to understand and communicate, to love, and to live a useful life. Her lifelong devotion, coupled with the relentless courage and faith of her pupil, brings about unheard-of success, and Helen emerges as the great, vivacious, and brilliant woman that she is today. The book is worthwhile for the very qualities it exemplifies and tells an inspiring and very truthful story.

921 Keller, Helen
Macy, Anne Sullivan

Zaffo, George J. **THE GIANT NURSERY BOOK OF THINGS THAT GO**; illus. by author. Garden City, 1959. 189 pp.

Grades K-2; Ages 4-7 \$3.95

The bright crayon drawings in the five sections of this "giant" book explain fire engines, trains, boats, trucks, and airplanes. A word or phrase at the bottom of the page identifying each picture makes the book interesting and informative for beginning readers as well as for preschool children.

NEWS AND NOTES

OUR SEMINARIES AND COLLEGES

FACULTY AND STAFF

Fort Wayne

Prof. Herbert Nuechterlein, head of the music department of Concordia Senior College, has been selected for a Martin Luther Fellowship by the Committee on Selection of the National Lutheran Educational Conference. He will be granted a leave of absence from March to September 1961 and will use the Fellowship to do research on his doctoral dissertation in Germany in the field of the *Kantorei* at the time of the Reformation. He has completed all work for his doctor of music degree at the University of Michigan, with the exception of the dissertation "The Sixteenth-Century *Kantorei* and Current Choral Practice in the Lutheran Service in America."

Dr. Martin J. Neeb, president of the college, was elected President of the National Lutheran Educational Conference at its golden anniversary session in Boston. The conference is composed of more than 60 Lutheran colleges in the United States and Canada.

Prof. Delbert Hillers, instructor in Semitic languages at Concordia Senior College since September 1958, has accepted a call to become pastor of a church in Baltimore, Md. In addition to his pastoral duties at the Maryland congregation, Professor Hillers plans to continue graduate studies at the Johns Hopkins University, working in the field of Semitic languages toward the doctor of philosophy degree.

Winfield

Merwin Hale, formerly of Springfield, S. Dak., has joined the St. John's staff as assistant business manager. He is a graduate of Southern State Teachers College (B. S. in vocational education, 1957), Springfield, S. Dak., and will receive his

M. S. in guidance and counseling next summer from the State University of South Dakota.

Dr. Walter Dukewits, dean of students, has been appointed dean of the chapel by President R. C. Beisel. Chapel worship services will now be programed at least one semester in advance.

Dr. E. Leon Kearney, assistant professor of business education, has been commissioned by the American Poets Society to write the dedicatory poem for the society's 50th anniversary convention in New York in July.

Edmonton

Prof. J. Henry Gienapp of Concordia College, Milwaukee, has declined the call to the presidency of Concordia College, Edmonton. Professor Gienapp was called in a meeting of the Board of Electors at the Canadian campus on Jan. 27. He returned the call in mid-February. Professor Gienapp has been on the faculty at Milwaukee since 1930. He is presently registrar. He served as acting president in 1953.

Seward

Darrel Meinke, assistant professor and high school librarian at Concordia, has been appointed acting librarian of the college library. He is assisted by a number of students trained for their library work by Miss Koschmann. Mr. Meinke will supervise the transfer of the library to its new building.

Dr. Raymond F. Surburg, chairman of the division of religion and social sciences, was recently invited to join the faculty of Concordia Theological Seminary, Springfield, Ill. At Seward since 1954, Dr. Surburg has made significant contributions to the campus religion program as well as to the church at large through various publications he has authored. His decision to remain in his present position was gratefully received by faculty and students alike.

† RENATA KOSCHMANN †

Miss Renata Koschmann, librarian at Concordia Teachers College, Seward, since 1945, died suddenly of a stroke on Feb. 6, 1960. She had served as an instructor in education in addition to her duties as librarian. Lately she had been working on plans for transferring the library to its new building.



Miss Koschmann was born at Freeport, Ill., and graduated from the Merrill, Wis., High School. She completed her junior college work at Bethany Lutheran College of Mankato, Minn., and taught the second grade at Immanuel Lutheran School at Milwaukee until 1944. She then resumed her undergraduate work at the University of Minnesota, being granted her bachelor's degree in 1945 with a major in library science. A master's degree in English was received from Denver University in 1952.

Since 1957 she served the Children's Literature Board of The Lutheran Church—Missouri Synod, helping to guide the church's program of publication of books for children. The depth of understanding of books for children which she brought to her task as coeditor of the "Books for Chil-

dren and Teen-Agers" section of LUTHERAN EDUCATION accounts in large measure for the wide utilization of this portion of the journal.

For Concordia students Miss Koschmann was, besides being librarian, the symbol of children's literature. The taste for good literature which is being developed in Lutheran children all over the country owes much to what Miss Koschmann did in her classrooms. The high quality of the collection of children's books in the Concordia library is the result of Miss Koschmann's work.

Miss Koschmann is survived by her parents, Mr. and Mrs. H. Edw. Koschmann of Merrill, Wis. Her father has served in the Lutheran teaching ministry for 49 years. Also surviving her are five brothers and two sisters.

The funeral was conducted Feb. 10 at St. John's Lutheran Church, Seward, by the Rev. Fred Bangert. Dr. Paul A. Zimmerman, president of Concordia, preached the sermon, based on the text Heb. 12:1, 2. The A Cappella Choir sang the anthem. The faculties of Concordia Teachers College and High School were honorary pallbearers. Interment was made at Farmington, Mo.

Memorials are being received for a special section of the new Link Library, which will be known as the Renata Koschmann Children's Library.

CAMPUS IMPROVEMENT

St. Louis

The working drawings for the renovation of three of the older dormitories have been authorized. Bids will be received within the next six weeks. The first drawings for two new dormitories west of Loeber Hall have been approved, and working drawings are being prepared by the architect. The preliminary floor plans for the proposed library have been completed and are being submitted to the library committee of the Board of Control and to the library consultants.

Winfield

In February the Board of Control authorized the purchase of an additional property

on East Eighth St., bringing to 11 the number of properties purchased during the past two years. Negotiations are also now being carried on for the purchase of the buildings and property of the Kansas Lutheran Children Friends' Society located two blocks from the campus. The society's holdings include three buildings on a square block of ground. School officials have been approached by the Board of Education of the city of Winfield about the possibility of trading the society's property to the city of Winfield for the present public school property which is adjacent to St. John's Campus. The public school property consists of a two-story brick school building and a heating plant on a square block of ground. No formal move by the city of Winfield has been made for the trading of the properties.

Seward

The date for dedication of the four new buildings on the campus has been set for May 8, Mother's Day. The dedication committee is planning a memorable day. Dr. W. F. Wolbrecht has been engaged as speaker for the dedicatory service in the afternoon.

St. Louis SUMMER SCHOOL

Attention is called to the workshops during the summer session. There will be one for Institutional Chaplains, June 20—24; one for the University and College Pastors, June 27—July 1; one on Religious Broadcasting, June 27—July 1; and one for Parish Administration, July 25—29. Catalogs for the summer session are now available.

Springfield

Summer school offering preseminary and seminary courses will include two terms, June 13—July 15; July 18—August 18. The program for *preseminary* students leading toward first-year seminary standing includes courses in Elements of Biblical Theology; Elementary German; Intermediate German; German Prose; New Testament Greek; History and Literature of New Testament Times; History and Literature of Israel.

Seminary courses will offer The Gospel According to St. John; Old Testament Isa-gogics; Messianic Prophecies; Pastoral Psychology and Counseling; Hermeneutics; The Epistle of Paul to the Romans; Genesis; Selected Psalms. This session will permit students to accelerate their program, thus helping satisfy the acute demand for pastors. The program is also designed for students who have their bachelor degrees. Dr. Ralph D. Gehrke, Northwestern College, Watertown, Wis., will be guest instructor. Other instructors are resident faculty members.

St. Louis MISCELLANEOUS

Plans are underway for the observance of the obituary day of Philip Melancthon, April 19. Additional observances are planned for April 20 to 21 and a final observance on November 4 and 5, when three major essays on Melancthon will be presented by off-campus authorities on the life of Melancthon.

Dr. Joseph M. Kitigawa of the Federated Theological Faculty, Chicago, delivered an academic address on Feb. 17 on the religious situation in Japan today. Dr. Kitigawa was a guest of Prof. William Danker of the Seminary faculty.

Fort Wayne

The newly established Fort Wayne Lutheran Bible Institute opened Feb. 16 on the campus of Concordia Senior College, with approximately 250 people enrolling. Eight instructors, including four staff members of the Senior College, are offering doctrinal courses and practical instructions to members of 40 Missouri Synod Lutheran congregations of the Fort Wayne area, who are sponsoring the institute.

Dr. Nathan A. Scott, Jr., associate professor of theology and literature of the Federated Theological Faculty of the University of Chicago, presented the second annual Bente Memorial Lecture at Concordia Senior College on March 14. The Chicago theologian spoke on the topic "The Moral Vision of Ernest Hemingway." The lecture is financed by the Paul F. Bente Lecture Endowment Fund, now totaling

approximately \$5,000. The fund is used to present prominent lecturers and educators on some phase of English literature or religion in campus addresses.

On March 21 the Student Religious Topics Forum Committee of the college presented Dr. Siegbert W. Becker, who addressed the students on the topic "Luther on Inspiration."

Winfield

The music department will sponsor a church music workshop for pastors, teachers, choir directors, and organists on April 22—24. The three-day workshop will be under the general direction of Prof. Paul Foelber, director of music. Herbert Garske, teacher at Trinity Lutheran Church, Houston, Tex., will be guest lecturer and instructor. The workshop will include four major areas, these being Service Playing, Children's Choir, The Role of the Pastor, Organist, and Choir Director in the Worship Service, and The Parish Choir.

Milwaukee

Recruitment Activities. — Representatives from six synodical Districts attended a one-day meeting of District Student Recruitment committees at Concordia College on Feb. 18. A new feature of this year's meeting was that the sessions, formerly held only for committee chairmen, was attended also by other committee members. The program included discussions of recruitment procedures, curricular changes, enrollment trends, financial requirements, grants-in-aid, and campus expansion projects. The following Districts were represented: Central, Michigan, Northern Illinois, Iowa East, North Wisconsin, and South Wisconsin.

Open house for prospective students and their pastors, teachers, and parents was held on March 4. After a chapel service at 1 P. M. and classroom visits from 1:30 to 3:30, visitors were guests of the college in a variety of activities, including a guided tour of the campus and swimming privileges in Concordia's new swimming pool.

Formosa Seminary Discussed. — Dr. Roy A. Suelflow, president of Concordia Seminary, Chia Yi, Formosa, presented an illus-

trated lecture at the meeting of the Concordia College Ladies' Aid Society on Feb. 26. Speaking on the topic "Our Church in Formosa," he called special attention to problems and opportunities challenging the ministerial training program in that country. Dr. Suelflow, a 1939 alumnus of Concordia, is a visiting professor in the department of religion during the second semester of the current school year. He is substituting for Prof. Ewald M. Plass, who is on a one-semester sabbatical leave of absence for Bible study.

Representation at LSGC. — Five students represented Concordia in sessions of the Lutheran Student Government Conference, held in St. Louis on Feb. 10—13. Prof. Robert C. Moeller, director of student activities, accompanied the group and served as faculty adviser.

"The cost of holding a meeting of this kind," said Professor Moeller, "was offset by the priceless spiritual blessings resulting from the sessions. One of the principal benefits was the manifest strengthening and intensification of vocational intent among those who were present. Delegates achieved a new grasp of perspective and purpose. It seems reasonable to believe that much of this deepened determination will be carried home to the various campuses."

Analysis of Enrollment. — Fully 500 of the 525 students enrolled this year are training for the ministry, and 433 of the enrolled students come from Wisconsin, Illinois, and Michigan. Of the 25 nonministerial students, 22 are preparing to become teachers in Lutheran schools.

These figures were issued by Prof. J. Henry Gienapp, registrar, in a report analyzing Concordia's enrollment on the basis of geographical sources and vocational intent.

Another section of the report states that 174 students are enrolled in the two classes of the junior college department, and 351 are enrolled in the four classes of the high school department. The figures reflect an increase in the enrollment for both departments.

When the enrollment is divided accord-

ing to the seven geographical synodical Districts providing most of the enrolled students, the report yields the following figures: Central, 17; Central Illinois, 18; Iowa East, 12; Michigan, 72; North Wisconsin, 57; Northern Illinois, 80; South Wisconsin, 138.

In an appraisal of the report Professor Gienapp expressed gratification because of the steady increase in enrollment. This year's figure of 525 students compares favorably with the following schedule for the past three years: 1958 — 503; 1957 — 487; 1956 — 428.

BOARD OF PARISH EDUCATION NEWS

Integration and Lutheran Schools. The January 1960 board bulletin, distributed to District boards of education and other educational leaders, carries a symposium titled "The Problem of Integration in Lutheran Schools." Four leaders in southern Districts contribute to the symposium: George Naumann, Southeastern District; Arnim H. Polster, Southern District; John E. Endorf, Florida-Georgia District; Edward J. Keuer, Texas District.

Arthur L. Miller, bulletin editor and board Executive Secretary, introduces the symposium by noting that "the problem of racial integration in Lutheran schools is one of deep interest to many of us in Synod. Without espousing any radical move that would upset the Districts and many of our congregations, we do have a vital stake in the implementation of the Supreme Court decision on desegregation. Our concern is not lessened by some of the Protestant churches going out of their way to avoid the possibility of integration by establishing alternatives to the public school with this sole justification. We are grateful that our Lutheran congregations have not stooped to this type of incorrect promotion of Lutheran schools.

"The problem of integration is not merely a 'Southern problem'; it concerns every racially mixed community in the country, and it concerns Lutheran congregations in such communities."

Miller also offers a five-point summary of the symposium:

1. The solution of the problem of integration will take time. This is true in all Districts of Synod. It is especially true in the Southern District because of the social practices and traditions which have governed relations between the races for many years.
2. The problem of integration is a matter of Christian education in which children, youth, and adults are helped to approach this problem in Christian love and sympathetic understanding.
3. The pastor and the teacher in Lutheran schools, whether in the North or the South, must themselves have the Christian attitude in this matter. They will not only espouse mission work in distant lands but also recognize that the Negroes in their community, state, and nation also are souls redeemed by the blood of Jesus.
4. The leaders of the congregation should be asked to assist the pastor and teachers in providing the positive educational approach needed to deal with this problem. This should lead to a definite policy that can be applied to individual cases as they arise.
5. Pastors, teachers, and lay leaders of the congregation will seek to implement the synodical resolutions of 1956 and 1959 dealing with race relations, with the wisdom and patience needed to achieve the proposed goals.

Appointment Declined. Jack K. Muhlenbruch, pastor of Trinity Lutheran Church, Elmore, Ohio, has declined the board's appointment as associate editor of Sunday school materials.

Congregational Libraries. A recent board mailing to educational leaders stresses the role that a congregational library can play in fostering Christian education. To quote:

It is apparent that no church can set up enough courses to meet the many needs of spiritually alert and mentally awake Christian people. It is also apparent that the printed word must be

recognized as one of the important adjuncts of Christian education.

In many of our churches there are no libraries. In some of them the libraries exist, but are not adequately used because there is no program for developing the library and getting the books out to the people. Only a few churches have been aggressive enough to see the place of Christian literature in the spiritual development of the individual.

The mailing also cites examples of how some congregations are working to make their libraries functional:

One parent-teacher league puts out as many as 25 smaller booklets at each meeting, and usually every one of them is taken. Other churches have a book table in the church vestibule and some titles attractively displayed. A book cart in one of our California congregations serves the people every Sunday as they leave church.

As a final point, the mailing describes and recommends the recently formed Lutheran Church Library Association. Membership in the association, an independent organization headquartered at the Lutheran Brotherhood Building, 701 Second Ave. South, Minneapolis 2, Minn., is open to any congregation having or planning a library. Annual dues are \$3.00, for which members receive five copies of the quarterly journal *Lutheran Libraries*, selected book lists, and the privilege of asking for help to solve particular difficulties that may arise in local library operation.

Guide for Parents and Teen-agers. The board, in co-operation with the St. Louis Lutheran Association for Higher Education and the Western District Committee on Parish Education, has begun developing a guidance booklet for parents and teen-agers. Designed to meet a growing need, this booklet will

- help parents and teen-agers cope with the task of growing up in today's society.
- suggest standards for parents, teen-agers, and the church.

—seek to improve co-operation among the home, the junior and senior high school, and the church in issues affecting teen-agers.

Walter Riess, associate editor of Sunday school materials, has been named director of this project. Four St. Louis men, each representing an interested agency, assist Riess and serve as a project steering committee: Leonard J. Dierker, Western District Committee on Parish Education; Oscar E. Feucht, Family Life Committee; Paul W. Lange, Lutheran high schools; Frederick Nohl, Lutheran elementary schools. Present plans also call for involving other concerned groups, including local board of education members, elementary school principals, parent-teacher league members, the Synodical Board for Young People's Work, the Walther League, and teen-agers themselves.

No completion date has as yet been set for the project.

New Sunday School Magazine. The first issue of a new monthly magazine for Sunday school teachers and leaders will carry an October 1960 dateline. To be published by Concordia, this magazine will carry news and features designed to help Sunday school workers improve their efficiency and effectiveness. It will also concern itself with other agencies that make for a total parish education program.

Allan Jahsmann, Secretary of Sunday Schools, will serve as general editor, while Paul Pallmeyer, Sunday school editorial associate and editor of *My Devotions*, will serve as managing editor. Other members of the board's Sunday school staff will assist in editing the magazine.

With the appearance of this as yet nameless magazine, two other board publications will be discontinued. These are: the *Bible Class Builder*, issued quarterly for distribution by District boards of education; the *Bulletin for Sunday School Superintendents*, distributed annually with the Lutheran Education Week mailings.

Catechism Committee Meets. The board's newly appointed Catechism Committee held its first meetings in January and February.

Committee members are: Harry Coiner, St. Louis, chairman; Frederick Nohl, Saint Louis, secretary; Waldemar Affeldt, River Forest, Ill.; Lewis Niemoeller, Springfield, Ill.; Arnold Mueller, St. Louis.

The committee results from action taken at the 1959 synodical convention. Recognizing the need for new and improved catechetical materials, and acting on detailed recommendations supplied by the Board of Parish Education, the convention adopted the following resolutions:

1. That the Board of Parish Education be authorized to proceed with the preparation of three catechisms, one each for grades 3—4, 5—6, and 7—9;
2. That the Board of Parish Education consider the advisability of preparing a book for grades 1 and 2 that could be used not only in the agencies of the church — especially the school — but also for home instruction;
3. That the Board of Parish Education give further study to the need for catechetical helps (teachers manuals, workbooks, etc.) after the manuscripts for the catechisms have been approved;
4. That each of these catechisms shall contain Luther's Enchiridion as it appears in the *Book of Concord* (1580), which includes Confession but not the Office of the Keys. Although the Office of the Keys is *not included* as a chief part in the Enchiridion, the subject shall be treated in the exposition at the appropriate place or places.
5. That the Synod authorize the Board of Parish Education to produce these books as follows:
 - a. The board is to appoint a five-member Catechism Committee to guide the development of these catechisms. This committee is to receive and consider specific suggestions, deal with authors, keep the Board of Parish Education informed of developments, and have its actions and the final manuscripts approved by the Board of Parish Education.
 - b. Authors and consultants shall be selected and appointed by the Board of Parish Education upon recommendation of the committee. Each of the catechisms shall have a single author, but each author shall have several con-

sultants, preferably chosen from among teachers and pastors working on the grade level for which the author is writing.

Versions Committee Hears Weigle. Luther A. Weigle, chairman of the National Council of Churches' Standard Bible Committee, reported on the future of the Revised Standard Version at the recent meeting of the board's Advisory Committee on English Bible Versions. Weigle noted that no major revision of the RSV is scheduled for at least a decade. Publication of a complete revision will be deferred until the Standard Bible Committee has access to a new Greek Testament and a new British Bible translation, both of which are now in preparation; also until results of extensive archaeological research now under way become available.

Meanwhile new editions of the RSV will include corrections and changes of a lesser scope. Thus recent Standard Bible Committee action will affect 222 passages. Some of the changes approved involve corrections in punctuation, capitalization, paragraphing, and footnoting. Others seek greater consistency and clarity. Still others are changes to a more accurate or literal translation. To arrive at these 222 changes, the Standard Bible Committee examined a total of 1,046 proposed changes, some of which were submitted by the board's Advisory Committee.

The Advisory Committee has been functioning as a board subcommittee since 1949. It has studied the place of modern English translations in the Synod's life, giving particular attention to the Revised Standard Version. After five years of critical study, the Advisory Committee on May 28, 1958, submitted a list of suggested improvements to the Standard Bible Committee. This action represents a "first" among American church bodies; no other denomination has to date made a similar examination of the RSV.

Current Advisory Committee members are: Walter Roehrs, St. Louis, chairman; Oscar Feucht, St. Louis, secretary; Victor Bartling, Robert Hoyer, and Alton Wedel, all of St. Louis; Lorman Petersen and Howard Tepker, both of Springfield, Ill.; Arthur Katt, Orlando, Fla.

FOREIGN LANGUAGE INSTRUCTION IN LUTHERAN ELEMENTARY SCHOOLS

NORTH AMERICA, 1959-1960

	German No. Schools	No. Children	French No. Schools	No. Children	Spanish No. Schools	No. Children	Latin No. Schools	No. Children	Language Not Stated No. Schools	No. Children	No. Schools	Total No. Children
A. B. C.	—	—	—	—	—	—	—	—	—	—	—	—
Atlantic	6	337	2	36	1	44	1	17	1	35	11	469
Calif.-Nev.	4	184	2	96	—	—	—	—	—	—	6	280
Central	1	37	1	P	—	—	—	—	1	10	3	47
Central Illinois	—	—	—	—	—	—	—	—	—	—	—	—
Colorado	6	139	2	132	4	290	—	—	—	—	12	561
Eastern	1	22	—	—	—	—	1	6	—	—	2	28
English	7	229	2	57	—	—	—	—	—	—	9	286
Florida-Georgia	—	—	—	—	1	60	—	—	—	—	1	60
Iowa East	—	—	—	—	1	21	—	—	—	—	1	21
Iowa West	2	54	—	—	1	39	—	—	—	—	3	93
Kansas	1	18	—	—	—	—	—	—	—	—	1	18
Man.-Sask.	—	—	—	—	—	—	—	—	—	—	—	—
Michigan	4	123	2	61	—	—	1	6	—	—	7	190
Minnesota	1	32	—	—	—	—	—	—	—	—	1	32
Montana	—	—	—	—	—	—	—	—	—	—	—	—
North Dakota	—	—	—	—	—	—	—	—	—	—	—	—
North Wisconsin	—	—	—	—	—	—	—	—	—	—	—	—
Northern Illinois	4	108	—	—	—	—	—	—	—	—	4	108
North Nebraska	—	—	—	—	—	—	—	—	—	—	—	—
Northwest	2	194	—	—	1	25	—	—	—	—	3	219
Oklahoma	—	—	—	—	—	—	—	—	—	—	—	—
Ontario	—	—	—	—	—	—	—	—	—	—	—	—
South Dakota	—	—	—	—	—	—	—	—	—	—	—	—
South Wisconsin	—	—	—	—	—	—	1	15	—	—	1	15
Southeastern	1	46	1	22	1	25	—	—	—	—	3	93
Southern	1	6	—	—	—	—	—	—	—	—	1	6
Southern California	2	50	1	9	2	41	—	—	1	14	6	114
Southern Illinois	—	—	—	—	—	—	—	—	—	—	—	—
Southern Nebraska	—	—	—	—	—	—	—	—	—	—	—	—
Texas	1	18	1	15	4	313	—	—	—	—	6	346
Western	11	446	2	56	—	—	—	—	—	—	13	502
Totals	55	2,043	16	484	16	858	4	44	3	59	94	3,488

NON-CAUCASIAN ENROLLMENT IN LUTHERAN ELEMENTARY SCHOOLS

NORTH AMERICA, 1959-1960

State	No. of Schools	Negro Enrollment	No. of Schools	Other Non- Caucasian Enrollments	Total No. of Schools	Total Non- Caucasian Enrollment
Alabama	—	—	—	—	—	—
Alaska	—	—	—	—	—	—
Arizona	—	—	—	—	—	—
Arkansas	—	—	—	—	—	—
California	20	154	18	50	38	204
Colorado	2	73	4	11	6	84
Connecticut	2	2	—	—	2	2
Delaware	—	—	—	—	—	—
Florida	1	30	1	1	2	31
Georgia	—	—	1	1	1	1
Hawaii	1	2	3	194	4	196
Idaho	—	—	1	1	1	1
Illinois	9	235	13	29	22	264
Indiana	8	83	3	6	11	89
Iowa	—	—	1	3	1	3
Kansas	1	4	4	8	5	12
Kentucky	1	1	—	—	1	1
Louisiana	—	—	1	1	1	1
Maine	—	—	—	—	—	—
Maryland	—	—	1	1	1	1
Massachusetts	—	—	1	2	1	2
Michigan	7	166	7	17	14	183
Minnesota	4	30	3	7	7	37
Mississippi	—	—	—	—	—	—
Missouri	6	48	3	8	9	56
Montana	—	—	—	—	—	—
Nebraska	2	46	—	—	2	46
Nevada	—	—	—	—	—	—
New Hampshire	—	—	—	—	—	—
New Jersey	1	2	1	1	2	3
New Mexico	—	—	1	2	1	2
New York	17	303	13	40	30	343
North Carolina	3	185	—	—	3	185
North Dakota	—	—	—	—	—	—
Ohio	5	120	5	13	10	133
Oklahoma	1	2	3	9	4	11
Oregon	2	3	1	1	3	4
Pennsylvania	3	9	3	3	6	12
Rhode Island	1	1	—	—	1	1
South Carolina	—	—	—	—	—	—
South Dakota	—	—	—	—	—	—
Tennessee	1	223	—	—	1	223
Texas	1	1	16	101	17	102
Utah	1	1	—	—	1	1
Vermont	1	1	—	—	1	1
Virginia	2	77	3	3	5	80
Washington	1	7	2	6	3	13
West Virginia	—	—	—	—	—	—
Wisconsin	3	44	5	13	8	57
Wyoming	—	—	—	—	—	—
Totals	107	1,853	118	532	225	2,385

Alberta-British Columbia — 1 other non-Caucasian pupil.

Wm. A. Kramer
Associate Secretary of Schools

LUTHERAN HIGH SCHOOL SELECTED FOR "PROJECT TALENT"

Walther Lutheran High School of Melrose Park, Ill., is one of about 1,000 public, private, and parochial schools to be selected to participate in "Project Talent." These schools were scientifically selected on an equal probability basis to represent all types of secondary schools in all regions of the country. Leading educators and national planning groups have described this inventory and the proposed 20-year follow-up of these 500,000 students as one of the most important projects ever undertaken in American education. It took nearly three years of preparation to get ready to make this first scientific comprehensive national inventory of the talent of our youth. Dr. John C. Flanagan, professor at the University of Pittsburgh and director of the American Institute for Research, prepared the initial proposals for the study and is the responsible investigator. Dr. Lyman J. Smith of the Illinois State Scholarship Commission is the regional co-ordinator handling arrangements for Walther Lutheran.

The study will take in a scientifically selected sample of half a million high school students who will be given a two-day series of examinations. These tests will measure many different kinds of things.

The scores from the tests will be made available to the individual school, to be used as the school wishes, but Project Talent will not evaluate specific schools or compare one school with another.

Project Talent is financed for the most part by funds from the United States Office of Education. The plan for the project, as developed by the University of Pittsburgh and the American Institute for Research, was reviewed and recommended for approval by the Advisory Committee of the Cooperative Research Program.

It is expected that this historic national census and follow-up will give the nation a great many new facts. Some will be surprising. Also it is to be expected that administration of such a large program will produce new methods and new ideas in the field of education research itself. This

should be one of several important by-products from the study.

Project Talent has been carefully designed to fill an important national need for facts regarding the identification, development, and utilization of human resources. The information is intended as a basis for manpower policies and as a basic resource for the many individuals responsible for the education of our children.

DO YOU KNOW?

As Expected. — Only 13 per cent of the nation's high school girls want to go to college primarily for intellectual advancement, says a University of Michigan researcher.

Gesundheit! — "To protect the health of the nation," schools of medicine must graduate 11,000 physicians a year instead of the present 7,400.

Soviet Decisions. — On Dec. 24, 1958, the USSR Supreme Soviet passed a law pertaining to education which was put into effect in 1959. The major purpose of the law was to combine education with a "socially useful labor" and to eliminate separation between mental and manual labor. The Soviets decided to add an extra year to the compulsory seven-year school system and to provide extension education on a mass basis to all graduates of the secondary school who do not go on to college or university.

No Athletic Scholarships? — At its convention in Atlantic City in October, the United Auto Workers passed a resolution on education which recommended the following: abolition of segregation in schools; the adoption of the Murray-Metcalf Aid to Education Bill; a national minimum salary for teachers of \$6,000; the reduction and eventual elimination of all tuition fees at state-supported schools of higher learning; the establishment of Federal scholarships; the appropriation of funds to study the drop-out problem; the reduction of average class size to 25 or less.

Suburban Growth. — Between April 1950 and July 1958 about 12.4 million people were added to the population of communities adjacent to our larger cities, an increase averaging 3.7 per cent annually. This is

almost three times the rate of growth within these cities and more than double that for the country as a whole.

Smut Elimination. — The Postmaster General Arthur E. Summerfield appointed a nine-member Citizens Advisory Committee on Literature to assist in reaching decisions in matters relating to the mailability of books where questions of obscenity arise.

Less Shooting. — The National Education Association has urged the Federal Communications Commission to require that a fair portion of the prime evening television viewing be devoted to public service broadcasting, including those with educational values.

In Favor of the Impossible. — In a survey made by Phi Delta Kappa, professional education fraternity, 56 per cent of the reporting members approved some kind of merit rating, but only seven per cent believed that an acceptable merit-rating device is currently available.

Up or Down. — The North Central Association of Colleges and Secondary Schools has indicated that approximately 3,500 high schools in 18 states will have to conform with new and higher educational standards or lose their accreditation in September.

Feminization. — There were 143,741 more college students in the fall of 1959 than in the fall of 1958. This represents a 4.4 per cent increase. The increase in enrollment of men was 3 per cent; the enrollment increase of women was 7 per cent.

Quality for Service. — The Post Office Department will issue a Pony Express commemorative postage stamp as part of the centennial observance of this mail-carrying service. An advertisement seeking Pony Express riders stated: "Wanted — young, skinny, wiry fellows not over 18. Must be expert riders, willing to risk death daily. Orphans preferred. Wages \$25 a week. . . ." Riders were required also to take this oath upon entering service: "I hereby swear, before the great and living God, that, during my engagement, and while I am an employe of Russel, Majors & Waddell, I will, under no circumstances, use profane language; that I will drink no intoxicating liquors; that

I will not quarrel or fight with any other employe of the firm, and that in every respect I will conduct myself honestly, be faithful to my duties, and so direct all my acts as to win the confidence of my employers. So help me God."

Released-time Religious Education. — Six states (Arizona, Colorado, Kansas, Nevada, Washington, and Wisconsin) go beyond the restrictions set up by the United States Supreme Court in its released-time decisions. They object to use of public school time for religious education. Fourteen states uphold released-time programs if they are not administered on school premises and do not use public school facilities and funds. In Virginia, West Virginia, and Florida some types of religious education may be permitted in public school buildings during school hours.

Teachers Needed. — About 3,800,000 students are now enrolled in colleges. The estimate for 1970 is 6,500,000. Why? The population is increasing, and more young people are going to college. At present about 50 per cent of the high school graduates are enrolled in colleges as compared with 40 per cent in 1950. Costs? Four years of college (not including loss of income) now cost from \$6,000 to \$10,000. The estimate for 1970 is \$9,000 to \$15,000. Teachers? Help! Help!

More Teachers Needed. — There are about 8 million students in high school. The estimate for 1970 is 11,500,000. Will there be enough teachers? _____ (Space to be filled in by the reader.)

Seems Reasonable. — In teaching foreign languages Raymond Moore has proposed that (1) every language class be conducted only in that language; (2) every teacher be selected on the basis of his competency to teach the language "from his heart" and be subsidized to maintain such ability; (3) constituents of the class or community who have indigenous background be utilized to make the instruction true to life; (4) specific goals be established as to whether the formal, informal, scientific, written, or oral language will be taught; (5) language qualifications be determined by mastery and not by time. — *School and Society*